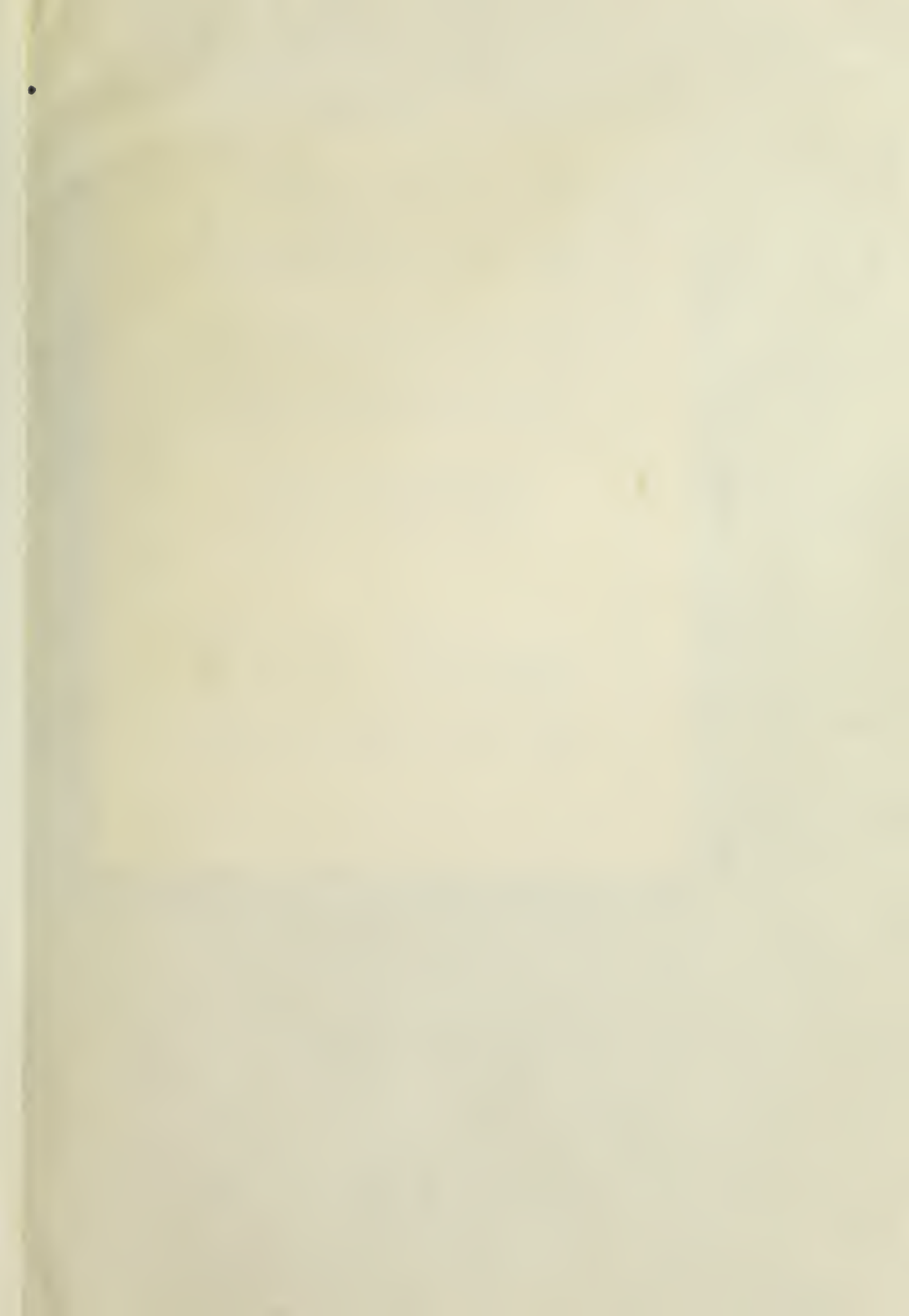




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*Bulletin of*

EVANSTON  
ACADEMY

NORTHWESTERN  
UNIVERSITY

*General Catalogue*

Series VII :: No. 1 :: June, 1908 :: Evanston, Illinois

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# EVANSON ACADMY

NORTHWESTERN  
UNIVERSITY



General Catalogue

UNIVERSITY OF ILLINOIS

PRINTS OFFICE

EVANSTON ILLINOIS

# EVANSTON ACADEMY

## Calendar June 1908 to June 1909

June 4, 1908.....Thursday, 10 a.m., commencement of Northwestern University. 5:00 p.m., Reunion of Academy alumni in Fisk Hall. 8:15 p.m., Annual Foster Prize Declamation Contest.

June 5.....Friday, 10:00 a.m., Academy Class Day exercises.

June 6.....Saturday, 10:00 a.m., Academy Commencement exercises.

June 8-11.....Monday to Thursday, inclusive, Final examinations.

September 28.....FIRST SEMESTER OF 1908-1909 BEGINS

September 28-30.....Monday (9 o'clock) to Wednesday registration days.

September 30.....Wednesday, 2 p.m.—First chapel service of school year in Fisk Hall.

October 1.....Thursday, 8 a.m.—Recitations begin.

November 26-29.....Thursday to Sunday—Thanksgiving recess.

December 2, 3 and 4 ..Quarterly examinations.

December 7.....Monday—Second Quarter begins.

December 23 to January 4, 1909.....Wednesday to Monday, inclusive—Christmas recess.

February 4-9.....Thursday to Tuesday—Mid-year examinations.

## SECOND SEMESTER

February 16.....Tuesday, 8 a.m.—Third Quarter begins.

April 6-8.....Quarterly examinations.

April 9-12.....Friday to Monday, inclusive—Easter recess.

April 13.....Tuesday—Fourth Quarter begins.

June 3-5.....Thursday to Saturday, Academy anniversary exercises.

June 7-10.....Monday to Thursday, inclusive, Final examinations.

Special Examination Days to make up conditions: Wednesday, September 30, 1908; Monday, February 15, 1909; Saturday, May 22, 1909.

### *Committee of the Board of Trustees of Northwestern University in charge of the Academy*

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Assistant Professor of English Literature  
BERNARD CAPEN EWER, PH. L.  
Instructor in Philosophy

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# NORTHWESTERN UNIVERSITY



THE ACADEMY was established in 1860 by the trustees of Northwestern University to provide instruction adequate to the preparation of students for the high standards of work in the College of Liberal Arts of the University. From its inception college preparation has been its main purpose; but its curriculum has been well adapted to the needs of those who enter immediately on practical life or professional study. At present new emphasis is laid on preparation for technical schools and for business. Most of the graduates of the schools have entered colleges and universities. A student in the school is therefore stimulated by constant association with a large number of young men and women seeking the fullest preparation for life.

In its half century of history the school has cherished the ideals of full and accurate scholarship, and the development of character that fits one for the largest service to society. Its instructors have been chosen with reference to these ideals and a spirit of co-operation and mutual confidence and service has been maintained between faculty and students.

The school has had the advantage of a continuity of traditions. It has had but seven principals in a half century and but two since 1873. A good share of its instructors have continued in service year after year, adapting themselves with increasing adequacy to the requirements of the school and the students. In forty-eight years nearly ten thousand students have received instruction in its classes.

More important than the site or equipment of a school is its general spirit or tone. The prevailing spirit in the Academy is one of earnestness and goodwill. For many in the school attendance entails much sacrifice. Some students are working their way either wholly or in part; the class room demands concentration of endeavor; the chapel services seek the moral quickening of the school; the literary societies provide discipline in clear thought and expression and in parliamentary law. This earnestness is tempered by a moderate number of social appointments, the Christian associations, receptions, class sociables, joint meetings of men's and women's literary societies, the celebration of victories in interacademic contests, etc.

Without cant or exclusiveness the associations of the students in the Academy are cordial and salutary.

The school recognizes good will as an important asset. The faculty studies to secure it, knowing that once attained it elevates and strengthens every phase of school life. Faculty and students co-operate in every way. A mutual feeling of trust, courtesy and friendship is cherished. As far as possible, students are entrusted with the administration of the matters that interest them, and are encouraged to present these interests to the general body of students.

The Academy regards its students as young men and women of earnest purpose, in attendance upon the school to fit themselves for a useful life. The school

Historical

General  
Spirit  
of the  
School



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# EVANSTON ACADEMY

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gives to each individual the largest liberty consistent with the interests of his own work and that of others, a policy which it is believed will best develop self-reliance and maturity of character. In return the loyal interest of the students in the school is marked and permanent.

## Instruction in the Academy

The Academy is peculiar in the character of its instruction. The school is not satisfied to secure teachers whose knowledge is just sufficient for their class work. Men and women of advanced special training and of broad culture constitute the faculty. An unusual number of the instructors have received advanced degrees from one or another of the leading universities in this country and abroad and have supplemented their scholastic acquirements with foreign travel.

Scientific meetings and journals of the learned societies are used by the instructors to secure in their own fields the latest results of scholarship and suggestions to be applied in the class work of the Academy. Teachers in the Academy have a special stimulus in the close association with the corresponding departments of the College of Liberal Arts of Northwestern University and therefore have ready access to advanced courses of study that vitalize their own work. Such a faculty brings to students not only the subject matter of a lesson but breadth of view and the atmosphere of liberal culture.

The faculty endeavors to secure the best results from students by their own fullness of preparation for the day's work, by clothing the subject with interest, by clearness of presentation, by stimulating alertness of mind in the students and arousing the questioning attitude, by establishing in the class a spirit of confidence and co-operation. The instructors make their teaching a profession, are devoted to it and desire only to make themselves of the fullest service to their students in whom they seek to have an abiding intellectual, moral and personal interest.

## Location

The Academy is situated in the city of Evanston, twelve miles north of Chicago directly on the shore of Lake Michigan. Evanston is connected with Chicago by two lines of steam railway, the Milwaukee division of the Chicago & Northwestern Railway and the Evanston division of the Chicago, Milwaukee & St. Paul Railroad. Electric transportation is provided by the Northwestern Elevated Railroad, by a surface line from Chicago to Evanston, and by the Chicago and Milwaukee Electric Railroad.

The population of the city is about 22,000. Evanston is unusually free from immoral influences. The Charter of the University prohibits the sale of intoxicating beverages within four miles of the seat of the University.

The city of Evanston has a large population of intelligent people and offers to students many advantages for profitable instruction and culture outside of the school curriculum, especially in churches, concerts, and lectures.

The city presents many opportunities to those who are compelled to earn means for their education. Physically Evanston is one of the most attractive cities in the country; its natural beauty, local pride, and well administered government make it a place of residence peculiarly helpful and inspiring to students. Of importance is the proximity of the school to the educational privileges of

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# NORTHWESTERN UNIVERSITY

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Chicago. Though that city is too remote to be a place of frequent resort for students, it is near enough to supplement in a liberal way all the facilities for study enjoyed at Evanston. Especially advantageous are the libraries, the Art Institute, the Field Museum, and the large and varied musical opportunities of the city.

As a center of some of the greatest problems of our national life, Chicago should be of peculiar interest to students. The administration of the school seeks to bring students into intelligent contact with the problems of the city and of society in general and to stimulate a desire for well directed social service.

The Academy is on the University campus and profits by the proximity of students engaged in the higher studies; by ready access to the various accessories to the work of the college, the library, museum, observatory, gymnasium and athletic fields; and by facility in combining courses of study in the Academy with others in the College, Schools of Music, Oratory and Theology.

The Academy is situated on the University campus, in the heart of Evanston, less than one hundred feet from the shore of Lake Michigan. The building faces Sheridan Road, the favorite drive from Chicago along the North Shore. The grounds adjacent to the Academy are ample and present extensive views of the Lake. A varied flora, the grove of stately oaks and the Lake make a campus of unusual beauty.

Fisk Hall, the gift of Mr. William Deering, was erected in 1898 for the use of the Academy. The south front extends one hundred and eighty feet, and the greatest depth is one hundred and thirty feet. It contains fifteen recitation rooms, each accommodating from thirty to fifty students, three laboratories, six parlors for literary societies and the two Christian Associations, a study room accommodating one hundred students and containing a library of reference books, and a chapel with a seating capacity of seven hundred and fifty.

The following libraries are at the service of students: The Orrington Lunt Library of the University of nearly 60,000 bound volumes and 40,000 pamphlets, the library of the Garrett Biblical Institute of about 19,000 bound volumes and 4,000 pamphlets, both on the campus; the Evanston Public Library of over 35,000 volumes, but a few blocks from Fisk Hall. At all of these libraries Academy students enjoy expert assistance in the use of books.

To the above mentioned library facilities may be added the great libraries of Chicago—the Chicago Public Library, the John Crerar Library and the Newberry Library, offering to students a total of more than 500,000 volumes.

The school is well furnished with laboratory facilities and endeavors from year to year to keep the equipment up to date.

The department of physics occupies six rooms in the Academy building: laboratory, lecture-room, shop, dark room, apparatus room, and office. The laboratory is furnished with steam, gas, electricity, water, a seconds-clock, and triplicate sets of apparatus.

The lecture table is provided with gas and water, and with electric currents from both dynamo and storage-battery circuits. The shop, used chiefly for the

Equipment

Laboratories

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# EVANSTON ACADEMY

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construction and repair of apparatus, is supplied with sets of metal-working and wood-working tools, including a small power-lathe, operated by a two-phase, one-horse-power induction motor.

The chemical laboratory is situated in Fayerweather Hall of Science, and includes on the main floor, a lecture-room, seating sixty; a reading-room, a laboratory for general chemistry and qualitative analysis, with forty-six tables; a laboratory for quantitative analysis, with twelve tables, a balance-room, the professor's office and private laboratory, and an assistant's room; in the basement a general store-room, and a room with four tables equipped with special conveniences for water analysis.

The biological department occupies three rooms on the ground floor of Fisk Hall,—recitation room, office and laboratory. The last is lighted by windows on three sides, is provided with two center tables supplied with water and gas, and has cases for glassware and apparatus and table accommodations for thirty-two students working at a time. The further equipment consists of compound and simple microscopes, microtome, incubator, hot air and steam sterilizers, glassware and reagents, a small collection of insects and an herbarium of the local flora. A large room in the basement can be used for storage and the keeping of live animals.

The recitation room is furnished with a lantern for the projection of lantern and microscopic slides.

The manual training department occupies a room twenty-five by sixty feet. It contains ten wood-lathes and twenty work benches, specially designed for this class of work. Each lathe is provided with a complete set of tools for wood turning, while each work bench is supplied with four sets of individual tools and four lockers and with a case of general tools which the different students assigned to that bench may use in common. All tools are of the best quality. Each lathe and bench is provided with electric light; power is furnished by a two-phase, three-horse power induction motor.

The typewriting department has been recently equipped with new machines of latest pattern. The office is in possession of modern manifolding devices which are used in the instruction of classes.

The University Museum in University Hall contains large collections illustrative of anthropology, botany, geology, mineralogy, and zoölogy. In some departments it is peculiarly rich. Its materials are available for the purposes of illustration in Academy classes.

The gymnasium is a well-lighted, two-story brick building. The basement contains dressing-rooms, lockers, baths for both men and women, and a room for ball-throwing. The exercising room is 40 by 80 feet, with a height of ceiling of 20 feet, unobstructed by pillars, leaving ample space for the practice of indoor athletics. It is supplied with light and heavy apparatus for general gymnastic and athletic exercises.

## Admission

The applicant must be at least *thirteen* years of age, and it is desirable that he shall have completed the ordinary common school branches, i. e., the studies of the eighth grade. Classes, however, may be formed in arithmetic or grammar



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# NORTHWESTERN UNIVERSITY

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when a sufficient number require it. In general it is for the advantage of students to enter in September, but they will be admitted at any time thereafter, preferably, however, at the opening of the quarter in December, February or April.

*A student applying for admission to the school will bring with him or send in advance a certified statement of work done in the last school attended, with record of deportment or certificate of honorable dismissal.* This certificate will be accepted in lieu of entrance examinations, but must be presented before registration is completed. A student who cannot present such credentials may file a letter of recommendation from his pastor or other responsible person.

A student applying for advanced standing (i. e., not entering at the beginning of the Academy Course) should present at the principal's office full and detailed records of work pursued in other schools of high school or academic grade, together with statement of satisfactory deportment in the school last attended. Blanks for this purpose are provided by the Academy office. Credit will be given on the Academy records for work done in other schools after the successful completion of one semester's work, "successful" being interpreted to imply at least passing grades in the line of work in which credit is sought.

## Advanced Standing

Any teacher may, if it is deemed necessary, require an examination in a subject in which credit is sought in order to satisfy himself of the student's knowledge in the subject.

On the second Saturday, or other appointed date, of the second semester of the student's attendance in the school he will present his credits to the Committee on Advanced Credits for evaluation and record.

The Academy requires that a student to be a candidate for graduation shall have been in attendance at the school long enough to have secured credit in at least three units of work.

The applicant will be assisted by the principal or other members of the faculty in selections of studies and the adjustment of registration. No student will be admitted to classes until his registration is approved at the office.

## Registration

A student is ordinarily expected to take sixteen hours of recitation work in the week. Two hours in the laboratory are estimated as equivalent to one hour in recitation. Those whose health is not vigorous or who must spend much time in labor for self-support should not expect to take full registration. Changes of registration during the school year may be made only after consultation with the principal.

Permission to register for more than sixteen hours is a privilege, and will not be granted unless the faculty is satisfied that the student can carry the whole work creditably. No student may register for more than twelve hours if he is engaged in such outside work as will make a serious drain on his time or energy.

Weekly reports of delinquency in classwork are made by the faculty to the principal and by him to the homes of the students. These reports are made the basis of such readjustments of registration as seem wise.

The course of study extends through four years. Every facility is furnished

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# EVANSTON ACADEMY

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to students of mature age to complete their preparation as speedily as may be consistent with thorough work.

## Examinations

At the middle and close of each semester, regular examinations are held. Any student may be excluded from examination whose daily work has not been satisfactory.

When a student's absences in any study amount to *one-sixth* of the total requirement of class hours in that study, his registration in that subject will be cancelled and the privilege of examination denied unless the cancelled registration be restored by vote of the Faculty.

In the Academy records A signifies excellent; B, very good; C, fair; D, low but passing; F, failing; R, repeat in class. An "F" record may be removed by a later successful examination. But this examination must be taken before the subject or part of subject on which the student failed is again pursued in class. Neglect to take the *second* examination, or a second record of F will require a repetition of the work in class. A student will not be permitted to use for graduation those records of grade "D" that are in excess of one-eighth of the total number of records credited to him. Second Examinations are offered only on the days announced in the Calendar (see page 2).

## Home Reports

Reports of work done in the school are regularly sent to parents or guardians at the end of each semester. If, however, the principal is requested to make more frequent reports, these will be sent at the middle and end of each quarter (eight reports to the year). The report cards should be promptly signed by the parent or guardian and returned, preferably by mail, to the Academy office.

The principal and faculty welcome suggestions at any time from the parents of students that may assist in making the school of greater service to them.

## Courses Offered

In the first semester classes are formed in English of the first, second, third and fourth years. Algebra, elementary and advanced; geometry, plane and solid; college algebra; trigonometry. Civics. History of Greece; of United States. Latin of the first, second, third and fourth years. Greek of the first, second and third years. French of the first, second and third years. German of the first, second and third years. Physics, chemistry, botany, zoölogy. Manual training, metal work. Freehand and mechanical drawing. Stenography and typewriting.

In the second semester new classes are formed in advanced algebra, trigonometry. History of Rome; industrial history. Stenography and typewriting.

The classes beginning in September are often adapted to the needs of those who register at the opening of the second quarter, the beginning of the second semester, or of the fourth quarter. Indeed, a student may enter the school at any time and expect to find classwork to accommodate his wants.

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# NORTHWESTERN UNIVERSITY

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## Officers of Administration

ARTHUR HERBERT WILDE, PRINCIPAL  
A.B., S.T.B. Boston University; Ph.D. Harvard University. Phi Beta Kappa. Instructor, assistant professor, and professor of history, Northwestern University.

HERBERT FRANKLIN FISK, PRINCIPAL EMERITUS  
A.B., A.M. Wesleyan University, Middletown, Connecticut. Phi Beta Kappa. Doctor of Divinity, Doctor of Laws. Thirty-one years principal of the Academy. Professor of Pedagogy, Northwestern University.

HELEN CHURCH  
Office Stenographer and instructor in Stenography.

FLORENCE ALBERTA STOCKLEY  
Office Secretary. A.B. Northwestern University. Phi Beta Kappa.

## Departments and Instructors

DEAN SPRUILL FANSLER—Instructor in English. A.B. Northwestern University, A.M. Columbia University. Phi Beta Kappa.

CLARA GRANT—Instructor in English. Ph.B. Northwestern University. Phi Beta Kappa. Student at Oxford, England. Foreign travel.

JOHN HUBERT SCOTT—Instructor in English. A.B. Boston University; A.M. Northwestern University. Student at Edinburgh, Scotland.

FRANCES CHRISTINE RAWLINS—Instructor in Latin and English. A.B. Northwestern University. Phi Beta Kappa.

## English

Throughout the English course of four years constant attention is given to the rudiments of English composition—spelling, punctuation, etc. Drill is given also in correct forms of commercial and social correspondence.

English (a).—During the first semester, the work in this four-hour course consists in a practical consideration of the accurate meanings of English words, and aims to interest the student in enlarging and clarifying his vocabulary. The work is based upon A. S. Hill's *Beginnings of Rhetoric and Composition*. From the classics, Dickens's *A Christmas Carol* is read in this semester.

During the second semester, more time is given to the classics, selection being made from the following: Longfellow's *Tales of a Wayside Inn*, Franklin's *Autobiography*, Irving's *The Sketch Book*, Shakespeare's *A Midsummer Night's Dream*, and Gayley's *Poetry of the People*.

Composition is also emphasized in the second semester; attention is paid to paragraph and sentence construction, to thought analysis, and especially to the



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# EVANSTON ACADEMY

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securing of interest in the matter treated. Opportunity is freely given for personal conference between student and instructor, and every facility is offered for practice and improvement in the effective use of English.

English (b).—In this three-hour course, one hour each week is devoted to rhetoric and theme writing; the other two hours are given to the close study of several English classics, including Scott's *Lady of the Lake*, Arnold's *Sohrab and Rustum*, Hawthorne's *Twice-Told Tales*, Shakespeare's *The Merchant of Venice*. Further selection may be made from the following list: Scott's *Ivanhoe* and *Quentin Durward*, Hawthorne's *The House of Seven Gables*, Webster's *The First Bunker Hill Oration*, and Shakespeare's *Twelfth Night*.

The composition work is based upon Sykes's Elementary English Composition and is intended to give the student a thorough drill in all matters of rule, and in the written and oral expression of thought with clearness, force, and some degree of elegance. This course includes personal conference with the instructor concerning written work.

English (c).—In this course the study of composition is based upon Thorndike's Elements of Composition and Rhetoric. One formal theme a week is required, supplemented by other written work, to be corrected in conference with the instructor. The reading of themes in class, with oral criticism and general discussion, is frequent.

From the list of college entrance requirements, the following masterpieces have been selected for critical study: Shakespeare's *Julius Caesar*, *The Sir Roger de Coverly Papers*, Goldsmith's *The Deserted Village*, Coleridge's *The Rime of the Ancient Mariner*, Lamb's *Essays of Elia*, George Eliot's *Silas Marner*, Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*, Irving's *Life of Goldsmith* and Lowell's *The Vision of Sir Launfal*. Pancoast's Introduction to English Literature, or a similar text-book, is used throughout the year for a study of different periods represented by the required classics. Books for supplementary reading are selected from the following: Shakespeare's *As You Like It*, Pope's *The Rape of the Lock*, Macaulay's *Life of Johnson*, Goldsmith's *The Vicar of Wakefield* and *She Stoops to Conquer*, Irving's *Life of Goldsmith*, Gray's *Elegy*, George Eliot's *Adam Bede*, Blackmore's *Lorna Doone*, Mrs. Gaskell's *Cranford*, and Emerson's *Essays*.

English (d).—In this course theme writing is emphasized; two written articles a week are required, one of which is a formal theme and is corrected in accordance with the criticisms of the instructor, in personal conference. A portion of the time is given to the practical study of punctuation, rhetorical principles, and the character of the English vocabulary. Some of the more important facts in the history of the English language are learned through outside reading, reports, lectures, and class discussions. All these different phases of work are given in connection with the study of the required classics, which is accompanied by work in some such manual as Halleck's History of English Literature. The classics studied are Shakespeare's *Macbeth*, Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*, Burke's *Speech on Conciliation*, Carlyle's *Essay on Burns* and De Quincey's *Joan of Arc* and *The English Mail Coach*. In addition to this

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# NORTHWESTERN UNIVERSITY

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work, a chronological study of English poetry is made, the students being required to present written reports on definite poetic periods or on certain poems of each of the prominent poets. For this work, Pancoast's Standard English Poems is used as a text.

For supplementary reading, selections are made from the following list: Chaucer's *Prologue to the Canterbury Tales*, Spenser's *Faerie Queen*, Washington's *Farewell Address*, Macaulay's *Essays*, Bacon's *Essays*, Thackeray's *Henry Esmond*, and selected poems from Browning.

ANN ESTELLE CARAWAY—Instructor in German. Ph.B. Northwestern University. Phi Beta Kappa. Fellow in German, Northwestern University 1898-9. Foreign study and travel.

## German

German (a).—Pronunciation, the memorizing and use of easy, colloquial sentences; the rudiments of grammar; abundant exercises based on Kayser and Montesper's Brief German Course. Reading of graduated selections, Guerber's *Märchen und Erzählungen*, Heyse's *L'Arrabbiata*, Wilhelmi's *Einer Muss Heiraten*.

German (b).—Grammar and composition; Reading of easy stories and plays: Conversation Kayser and Montesper's Brief German Course. Grimm's *Kinder und Hausmärchen*, Storm's *Immensee*, Schiller's *Lied von der Glocke*, Gerstäcker's *Irrfahrten*.

German (c).—Lessing's *Minna von Barnhelm*; German lyrics and ballads; Schiller's *Wilhelm Tell* and *Maria Stuart*; Goethe's *Hermann und Dorothea*.

HELEN A. S. DICKINSON—Instructor in French (and German). M.A. Queen's University, Canada; Ph.D. *summa cum laude*, Heidelberg, Germany. Student at Sorbonne, Paris. Foreign travel.

## French

It is recommended that usually pupils begin this study after completion of the first year or the first two years of Latin.

French (a).—French grammar based on Béziat de Bordes Elements of French; Guerber's *Contes et Legendes*, Vol. 1; Aldrich and Foster's Reader; *La Bedolliere*, *La Mère Michel et son Chat*; Labiche et Martin, *La Poudre aux Yeux*.

Sight reading of easy stories. Conversation and composition based on Bacon's *Une Semaine à Paris*.

French (b).—Grammar based on Fraser and Squair's French Grammar. Composition, conversation. Bacon's *Une Semaine à Paris*. Reading of French texts as Dumas' *Monte Christo (Chateau d'If)* Guy de Maupassant, *Huit Contes Choisis* (White); Victor Hugo, *La Chute*; Molière, *L'Avare* and *Le Bourgeois Gentilhomme*; George Sand, *Marianne*; Sandeau, *Mademoiselle de la Seglière*. Sight reading of easy French stories and of plays presented by the Alliance Française of Chicago, short themes based mainly on the texts read.

French (c).—Advanced grammar and composition. Girardin's *La Joie fait Peur*; Scribe's *Les Doigts de Fée*; Coppée's *On rend l'Argent*; Freeborn's *Contes de Daudet*; Pailleron's *Le Monde où l'on s'Ennuie*; White's *Contes de Maupassant*;

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# EVANSTON ACADEMY

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Victor Hugo's *Quatre-Vingt Treize* and *Hernani*; Canfield's *French Lyrics*; Coppée's *Le Pater*. Private reading: Cameron's *Selections from Loti*; Hennequin's *Lessons in Idiomatic French*. Essays.

## Spanish

EDWARD TORRES—Tutor in Spanish. Native of Mexico, student at Northwestern University, experienced instructor in Spanish.

Spanish (a). It is desired, though not required, that pupils begin this study after completion of the first year of Latin.

*Text books.*—Loiseaux's Elementary Spanish Grammar, Bonilla's Spanish Daily Life.

*First Semester.*—Pronunciation, memorizing and use of a large business vocabulary; the rudiments of grammar; abundant written exercises; reading and conversation.

*Second semester.*—Daily reading and conversation; continuation of the most essential parts of the grammar; business letters, and essay-writing.

## Latin

ADA TOWNSEND—Instructor in Latin. A.B., A.M. Northwestern University. Phi Beta Kappa. Fellow in Latin, Northwestern University. Foreign travel.

JANE NEILL SCOTT—Instructor in Latin. A.B., A.M. Northwestern University. Phi Beta Kappa.

FRANCES CHRISTINE RAWLINS—Instructor in Latin (and English). A.B. Northwestern University. Phi Beta Kappa.

A course of four years in Latin is provided as follows:

(a). *First semester.*—Collar and Daniell's First year Latin, Lessons I to XLVI. Drill in pronunciation and forms with daily written exercises in Latin.

*Second semester.*—Ritchie's *Fabulae Faciles*, forty pages of connected Latin reading. Continued drill in pronunciation and forms, syntax developed gradually by means of daily written exercises in retranslation.

(b). The Junior Latin Book, with daily exercises in Latin composition, including a thorough drill in forms.

Greenough, D'Ooge and Daniell's Second Year Latin, with daily exercises in Latin composition, including a thorough drill in forms.

(c). D'Ooge's Cicero; six orations, including the "Manilian Law"; review of forms; D'Ooge's Latin Composition, oral and written, forms the basis for daily work in prose extending over the greater part of the year. Allen and Greenough's Grammar is used in both (b) and (c).

(d). Knapp's Vergil, six books of the Aeneid, with practice in sight reading, derivation, word formation and review of forms. D'Ooge's Latin Composition, Exercises for Senior Review, weekly.

In Latin composition throughout the course, each pupil is required to correct his own written exercise which is returned to him by the instructor with errors indicated.



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# NORTHWESTERN UNIVERSITY

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Students who desire to enter advanced classes in Latin, but who are found to have insufficient knowledge of the elementary principles of construction and to lack facility in composition, will be required to review their work. Those who enter (c) or (d) without Latin composition will be required to make good the deficiency by regular classwork under a teacher.

JOHN ADAMS SCOTT—Professor of Greek. A.B. Northwestern University; Ph.D. Johns Hopkins University. Phi Beta Kappa. Foreign study and travel. Professor of Greek, Northwestern University.

## Greek

The course in Greek is the three-year course required for admission to most colleges. The work is arranged as follows: First year, White's First Greek Book and Gleason's Story of Cyrus; second year, Anabasis, books I, II, III, IV; third year, eighteen hundred lines of the Iliad. About eighty lessons are given to Greek composition. Careful drill in inflection and syntax are given in connection with the work of each year.

LLOYD LYNE DINES—Instructor in mathematics. A.B., A.M. Northwestern University. Phi Beta Kappa and Sigma Xi. Fellow in mathematics, Northwestern University, 1906-7.

## Mathematics

RAYMOND ROYCE HITCHCOCK—Instructor in mathematics. A.B. University of Wisconsin. Phi Beta Kappa. Instructor in mathematics, University of Wisconsin, 1906-7.

HERBERT GOVERT KEPPEL—Instructor in mathematics. A.B. Hope College; Ph.D. Clark University. Instructor in mathematics, Northwestern University.

Before entering the Academy students should be proficient in arithmetic, especially in fractions, percentage and the metric system.

(a) Algebra. The first year course in algebra includes the subjects as outlined in Slaughter and Lennes's High School Algebra as far as quadratics.

The subjects of Graphs is treated so as to illustrate the subject of simultaneous simple equations, and also with reference to its application in the physical sciences.

(b) The second year is given to plane geometry, four recitations a week throughout the year. Holgate's Plane Geometry is used as a text, covering five books of the subject.

(c1) Fisher and Schwatt's Secondary Algebra is used in a thorough review of the more difficult parts covered in the first year's work. In addition the class pursues the subjects quadratics, ratio and proportion, progressions and the binomial theorem.

(c2) The student may elect either Solid Geometry or Plane Trigonometry. The texts used are Holgate's Solid Geometry, and Ashton and Marsh's Plane Trigonometry. These courses are given only in the second semester.

Course (c1) must precede course (c2) or be taken simultaneously with it.

A five hour course in college algebra, trigonometry and analytical geometry may be offered.

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# EVANSTON ACADEMY

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## Physics

HOWARD WILSON MOODY—Instructor in physics (and mathematics) A.B. Cornell College, Iowa. Instructor for six years in high schools of Ludington, Michigan, and Fort Dodge, Iowa.

The work in physics is open to third and fourth year students. Those who enter upon it should have a working knowledge of the metric system, and of the elements of algebra and plane geometry. The course includes a study of plane motion, and of the elements of dynamics. Especial attention is given to wave motion as a basis for the study of sound, heat, electricity, and light, which are taken up in the order given. Students are expected to perform about sixty experiments, mostly quantitative, which are carefully reported in a notebook to be submitted to the instructor for criticism. The plotting of curves to show the relation between the physical quantities involved is made a prominent feature of laboratory work. The study of electricity occupies one-fourth the time of the entire course, and is practical in every detail. Three hours a week are given to recitations and two two-hour periods to laboratory work.

## Chemistry

ABRAM VAN EPS YOUNG—Professor of Chemistry. Ph.B. University of Michigan. Graduate student and fellow in chemistry, Johns Hopkins University; assistant in chemistry, Harvard University. Professor of Chemistry, Northwestern University.

A course in general chemistry is offered in the fourth year of the Academy course, especially for students who require this subject for preparation for college or engineering school. This course receives a credit of four hours. At least five hours each week are spent in the laboratory. Other hours are reserved for lectures. The latter part of the course presents an introduction to quantitative analysis. The text-book used is Young's Elements of Chemistry.

The course in chemistry is recommended for all students preparing for scientific work and especially for those who expect to enter engineering or the medical profession. The equipment of the laboratory is thoroughly adequate.

The student preserves the results of his experiments in a notebook, which is submitted to the instructor for criticism.

## Biology

LEWIS HART WELD—Instructor in biology. A.B. University of Rochester; A.M. University of Michigan. Graduate student at Cornell University. Phi Beta Kappa.

## Botany

Three hours of recitation and two two-hour periods of laboratory work a week are required through the year. Bergen's Foundations of Botany is made the basis of the course. The course is so arranged that students may enter the class at the beginning of the second semester. The work consists of recitations reference reading and the preparation of frequent short papers, together with the detailed examination of material in the laboratory and the making of careful laboratory notes and drawings on the same. About thirty experiments are made each semester to determine something of the life processes of plants. Aside from the cultural value of the botanical information and the training in actual observation and clear statement, one aim of the course is to point out the



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# NORTHWESTERN UNIVERSITY

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many practical applications of botany and general biological principles to the affairs of everyday life.

The first semester deals with the individual plant. The following topics are considered: the morphology and germination of seeds, chemical contents of seeds, foods, structure and functions of roots, buds, and stems, winter twigs, types of stems and microscopic structure of simple stems.

The second semester deals with the structure and function of leaves and then passes to a rapid survey of the whole plant kingdom. About two weeks are spent on bacteria and their relation to decay, disease and their beneficial role in various industries.

In zoölogy two hours in class and two two-hour periods of laboratory work are required through the year. Linville and Kelly's Text-book in General Zoölogy is used. The method is much the same as in botany. The aim of the course is to furnish an introduction to the study of animals, their structure, habits, and life histories. Attention is called to general biological principles and the larger questions which arise in such a study. Its relation to human affairs is frequently emphasized so that the course may lay the foundation for a better understanding of human physiology, may serve as a preparation for professional courses and be of some utilitarian value.

Zoölogy

The work in the fall begins with the study of insects—a group whose number and importance seem to warrant their study in considerable detail. Considerable reference reading and preparation of numerous papers are required. In the winter the vertebrates are studied and in the spring the numerous invertebrate groups.

CARLA FERN SARGENT—Instructor in history. A.B. Northwestern University; A.M. Cornell University. Phi Beta Kappa. Scholarship student at Cornell University. Foreign travel.

History and  
Civics

VERNON R. LOUCKS—Assistant in history. Advanced student in history and law, Northwestern University. Phi Beta Kappa.

In the department of history and civics instruction is offered in the history of Greece, Rome, England, and the United States, in civil government, and in modern industry. The courses in English and American history extend through the year, each of the other courses through one semester. The department requires frequent written exercises of a character intended to develop powers of observation and judgment and some facility in the handling of books. Geography is emphasized, colored maps being supplemented with work upon outlines. Selections from the sources are used constantly, as well as illustrative matter. History (a) recites five times a week, the other classes four times.

The courses are arranged as follows:

(a)—First semester. Grecian history, with some preliminary study of Oriental history. Text-book for 1907-1908—Botsford's History of Greece.

Source material: Homer's Odyssey (excerpt—Ulysses among the Phaeacians); Sophocles' Antigone; Aristotle's Athenian Constitution; Xenophon's Hellenica; Polybius' Histories. (The last four in excerpts, published in pamphlet form, edited by Professor Fling.)

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# EVANSTON ACADEMY

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Second semester. Roman history. Text-book for 1907-1908—Abbott's Short History of Rome.

Source material: Munro's Source Book of Roman History. The courses in history (a) are offered every year.

(b) The courses in this group are elective, and are open only to third and fourth year students.

(b1) United States History. Given 1906-1907 and in alternate years. The course presupposes a knowledge of the main facts of the subject, such as is secured in a thorough course in the grade or grammar schools. A large amount of collateral reading is required, both in the sources and in secondary works. Reports on the reading and frequent papers on assigned subjects must be submitted.

Text-book for 1906-1907—Hart's Essentials in American History.

(b2) English History. Given 1907-1908 and in alternate years. The work of the course follows in general the same plan as United States History.

Text-book 1907-1908—Andrews' History of England.

Source material—Kendall's Source Book of English History.

(c) The courses in this group are elective, and are open only to third and fourth year students.

First semester. Civics. The purpose of the course is to give a working knowledge of the constitution of the United States and of Illinois, to draw comparisons between our governmental systems and those of other nations, and to arouse thought and discussion along the lines of national, state and local organization, thus introducing the student to many of the live issues of the day. Much reading is required in addition to the text books.

Text-books, 1907-1908, James and Sanford's Government in State and Nation, Greene's Government of Illinois.

Second semester. Industrial History. The aim of the course is to make the student familiar with the main features of the modern industrial system, its origin and development in England, Germany, and the United States, especially the last. Collateral readings constitute the bulk of the work, and are assigned in books, government publications, and magazines.

Text-book for 1907-1908—McVey's Modern Industrialism.

## Free-Hand Drawing

JULIA EARECKSON FERGUSON—Instructor in free-hand drawing. Graduate of Cooper Institute, N. Y. Foreign travel and study.

The work consists first of drawing from very simple objects, then groups of objects. Drawings from different parts of the room, halls and building, and last of all from casts. Light and shade are taken up as soon as a student sketches in readily and accurately. This subject receives a quarter-unit of credit. The class meets once a week for two hours.

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GEORGE ERNEST STANFORD—Instructor in mechanical drawing and manual training. Experienced as a practical mechanic contractor, and instructor in mechanic arts.

## Mechanic Arts

The work in mechanical drawing at first consists of line drawing and the construction of simple geometrical figures and designs to give the necessary knowledge of the instruments.

Mechanical  
Drawing

Later in the course considerable practice will be given in the construction of working drawings and more complex geometrical figures, with some attention to lettering and shading.

To the ordinary student the work is of benefit in the cultivation of habits of neatness and accuracy and in the expression of ideas in drawings. For the student who expects to take courses in engineering the mechanical drawing will provide a good foundation for later work in machine drawing. It is of considerable advantage to the student taking either the mechanical drawing or manual training to take the other also.

The object of manual training, as here taught, is not to fit a student to enter a mechanical trade, but to cultivate the geometric imagination, a habit of accurate observation, and some degree of manual skill. To the student are given a block of wood and a drawing of a geometric form to be made from it. Just as the sculptor must see his figure in the marble while yet uncut, so the student before beginning work must be able clearly to imagine the required form in the block, and as he proceeds to develop it, he must remember and apply practical geometric tests in order to be sure that the form made is the one called for. In all work exact dimensions are prescribed and a degree of precision is insisted upon which insures a thorough understanding of each exercise and a proper use of tools.

Manual  
Training

For those students having completed mechanical drawing and having sufficient manual skill a class in wood pattern making will be formed. The purpose of this class is to further develop the student in the use of tools and reading working drawings. This study serves as an excellent introduction to metal work which should follow later.

Pattern  
Making

It is the purpose of this department to give the student some experience in recognizing the common metals both in their rough and finished state, also in the use of the tools used in modern machine shop methods and practice.

Metal Work

RALPH THOMAS BICKELL—Instructor in Bookkeeping. Advanced student in Northwestern University. Several years' experience as a practical bookkeeper and instructor in bookkeeping.

WILLIAM M. SPRINGER—Assistant in Penmanship. Advanced student in Northwestern University.

## Penmanship and Bookkeeping

Classes are provided in penmanship and bookkeeping during the first semester, four hours a week. The same work in bookkeeping may be given in the second semester; or if there is sufficient demand for it, an advanced course in bookkeeping may be offered. One half unit of credit is given in bookkeeping for admission to the College of Liberal Arts of Northwestern University.



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# EVANSTON ACADEMY

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## Stenography and Typewriting

HELEN CHURCH—Tutor in Stenography. Experienced office stenographer and instructor in stenography.

The course in stenography is pursued throughout the year, four hours a week in class. The instruction is practical in every way. During the past year two classes have been formed, using the Munson system. The course has been given for the special service of Academy and College students in note-taking or in self-support. In typewriting the touch method is used. Accuracy is the first consideration, but careful attention is given to the development of speed. Stenography and typewriting together receive one unit of credit for admission to Northwestern University.

## Elocution

A teacher from the School of Oratory will offer instruction in elocution to classes and individuals. The hour of the class is usually one that does not conflict with the regular appointments of most Academy students. Tuition for class instruction, \$7.50 a semester; for individual instruction, \$1.50 an hour.

Besides the work in elocution offered by this special arrangement in the Academy, a full curriculum in public speaking is offered in the University School of Oratory. Further details are presented in the circular of this school.

## Music

Classes for instruction in the rudiments of music and in sight reading (vocal) are held in Music Hall. A fee of \$1.50 a quarter is charged, and the classes meet for half-hour periods. Academy students have the privilege of attending the numerous faculty and students' recitals at the School of Music free of charge. Further opportunity for advancement in music is offered by the Evanston Musical Club and the School of Music Orchestra. The former meets in the Y. M. C. A. Hall on Tuesday evenings from October to April. A fair voice and a rudimentary knowledge of music are the requirements for admission, and a small fee is charged. To those desirous of paying more particular attention to the study of music, the School of Music provides extensive courses in voice, piano, organ and orchestral instruments, as well as in harmony, musical history, counterpoint, composition, etc. For full details see Circular of the School of Music.

## The Literary Musical Course

A course of literature and music, to be distinguished by an appropriate diploma may be arranged in which music shall take the place of four units of the usual requirements. (See page 20.) Music (preferably piano) to be thus accepted is to be pursued continuously and satisfactorily for four years, requiring two lessons a week and not less than two hours a day of study and practice. Students in this course pay the Academy tuition of \$72.00 per annum. They will pay also for their music tuition according to the "Special Student Fees" charged in the Music School, minus a rebate of \$20.00 per annum. Students who pursue this course will need to take at least one year more of work in the Academy to fulfil all the requirements for *entrance to college*, music not being accepted in the usual program for college preparation.

# NORTHWESTERN UNIVERSITY

## Courses of Study

Each subject is given four days in the week, except English (b) 3 hours; and History (a), Latin (a), (b), Greek (a), (b) 5 hours; and sciences 3 hours beside two 2-hour laboratory periods.

### THE GENERAL COLLEGE PREPARATORY COURSE

#### FIRST YEAR

1. English (a)
2. Mathematics (a)
3. Latin (a)
4. Botany

#### SECOND YEAR

1. English (b)
2. Mathematics (b)
3. Latin (b)
4. History (a)

#### THIRD YEAR

##### *Required Work*

1. English (c)
2. Foreign Language —  
either Latin (c) or  
French (a) or German  
(a) or Greek (a)

##### *Two of the following electives*

- History (b)
- History (c)
- Zoölogy
- Physics
- A second foreign language

#### FOURTH YEAR

##### *Required Work*

1. English (d)
2. Mathematics (c)
3. Latin (d) or Greek (b)  
or French (b) or Ger-  
man (b) or Spanish (a)

##### *One of the following electives*

- History (b)
- History (c)
- Zoölogy
- Physics
- Chemistry
- Second Language

### COURSE SUGGESTED IN PREPARATION FOR STUDY OF MEDICINE, PHARMACY, DENTISTRY

#### FIRST YEAR

1. English (a)
2. Latin (a)
3. Botany
4. Mathematics (a)

#### SECOND YEAR

1. English (b)
2. Latin (b)
3. Zoölogy
4. Mathematics (b)

#### THIRD YEAR

1. English (c)
2. German (a)
3. Physics
4. History (a)

#### FOURTH YEAR

1. English (b)
2. German (b)
3. Chemistry
4. Mathematics (c)

### RECOMMENDED FOR THE STUDY OF THE LAW

#### FIRST YEAR

1. English (a)
2. Latin (a)
3. Botany
4. Mathematics (a)

#### SECOND YEAR

1. English (b)
2. Latin (b)
3. History (a)
4. Mathematics (b)

#### THIRD YEAR

1. English (c)
2. German or French (a)
3. History (b)
4. An elective

#### FOURTH YEAR

1. English (d)
2. German or French (b)
3. History (c)
4. Mathematics (c)

### REQUIRED COURSE IN PREPARATION FOR THE STUDY OF ENGINEERING

#### FIRST YEAR

1. English (a)
2. Latin (a) or French (a)
3. Shop Work and Me-  
chanical Drawing
4. Mathematics (a)

#### SECOND YEAR

1. English (b)
2. Latin (b) or French (b)
3. History (a)
4. Mathematics (b)
5. Shop Work and Me-  
chanical Drawing

#### THIRD YEAR

1. English (c)
2. German (a)
3. Physics
4. Mathematics (c)

#### FOURTH YEAR

1. English (d)
2. German (b)
3. Chemistry
4. Mathematics (d)

# EVANSTON ACADEMY

## Graduation

Students completing the course of study in the Academy are admitted on certificate to the College of Liberal Arts of Northwestern University. As the requirements of the universities of higher grade are approximately equivalent, certificates of the Academy are accepted as well at any of the colleges of the Middle West and at a number of the Eastern institutions. The principal and a special committee of the Academy faculty give attention to the registration of students intending to enter college or technical school, so that preparation may be made to the best advantage.

The School is a member of the North Central Association of Colleges and Secondary Schools which adjusts the standards of work in the institutions of better grade in the Middle West.

Sixteen units of work are required for graduation with diploma. A "unit" is equivalent to a year's work in any one subject with recitations four or five times a week. If the student has a condition in his work amounting to not more than one unit he will be entitled to a *certificate of graduation* and will be recommended for registration as a college student.

## Requirements for Graduation

- (1) All units included in Group A. (See below.)
- (2) Four units from Group B.
- (3) Three additional units from Group B or C.

GROUP A	
1. <i>English Language</i> , and 2. <i>Literature</i> —a four-year course. 3. <i>Mathematics</i> —algebra, through ratio and proportion, the progressions; binomial theorem and logarithms; plane geometry; solid geometry or plane trigonometry. 4. <i>History</i> —A one-year course—preferably Greek and Roman history. 5. <i>Laboratory Science</i> —one year, preferably physics.	
GROUP B	GROUP C
8. <i>Greek</i> (a) 9. <i>Greek</i> (b) 10. <i>Greek</i> (c) 11. <i>Latin</i> (a) 12. <i>Latin</i> (b) 13. <i>Latin</i> (c) 14. <i>Latin</i> (d) 15. <i>French</i> (a) 16. <i>French</i> (b) 17. <i>French</i> (c) 18. <i>German</i> (a) 19. <i>German</i> (b) 20. <i>German</i> (c) 20a. <i>Spanish</i> (a)	21. <i>Mathematics</i> —College algebra and plane trigonometry 22. <i>Physiography</i> . 23. <i>Biology</i> . 24. <i>Botany</i> . 25. <i>Zoölogy</i> . 26. <i>Chemistry</i> . 27. <i>Mediaeval and Modern European History</i> . 28. <i>English History</i> . 29. <i>American History</i> . 29a. <i>Civil Government and Industrial History</i> . 30. <i>Political Economy</i> . 30a. <i>Manual Training and Mechanical Drawing</i> . 30b. <i>Bookkeeping</i> . 30c. <i>Commercial Law and Geography</i> . 30d. <i>Stenography and Typewriting</i> .
NOTE—A single unit of any language will be accepted for college entrance only on condition that the candidate shall continue the study of that language through a second year. All the units in Groups B and C are full year courses.	

In the course in literature and music (see page 18) distinguished by an appropriate diploma, music is substituted for any four units of the above requirements except English.



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# NORTHWESTERN UNIVERSITY

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The Academy fosters the moral and religious life of its students, and to this end encourages association in various forms of endeavor, looking to the social well-being of the student community.

Moral  
and  
Religious  
Culture

The Young Men's Christian Association and the Young Women's Christian Association are both energetic in those activities that pertain to such institutions and are affiliated through the State organization with similar organizations in other schools. They contribute largely to the highest interests of the school in assimilating new students, cultivating social relations, and in providing religious services that continue at school the religious activities pursued by many of the students at their homes. Several courses in Bible study are open to all who desire to enter.

Attendance is required of all students at daily chapel exercises and at one church service on the Sabbath. The faculty endeavors to make the chapel service of interest and of practical usefulness to the school. The student on entering the Academy will register the church which he chooses habitually to attend.

In all the religious life of the school the aim is to develop the noblest character, apart from sectarianism or any other divisive influence. The Academy purposes that all shall find in the school a congenial and helpful atmosphere.

Five literary societies have been formed in the Academy—three for men, the Philomathia, Euphronia, and the Zetaethea; and two for the young women, the Illinae and Pieria. The meetings of these societies are controlled solely by the students and are conducted with dignity and profit. Special rooms have been set aside in the building for the use of these societies and have been attractively furnished and decorated. The meetings of the societies are held weekly and give the members discipline in thought, debate, public address, parliamentary law, and the conduct of business. While membership in these societies is by election it is required by the school that any student who is interested in the work done by the societies should have the opportunity for this culture in affiliation with one or another of these organizations.

Literary  
Societies

The school endeavors to stimulate in the literary societies the highest degree of efficiency, and further in the school the interests of debating, oratory and declamation. A regular course in debating and oratory is given.

Debating,  
Oratory  
and  
Declamation

During the past year this Academy has engaged in debate with Lake Forest Academy. Each school provided affirmative and negative teams so that two simultaneous debates were held.

The Interacademic Oratorical League was organized in December, 1904. Its members are Lake Forest Academy, Elgin Academy, Grand Prairie Seminary of Onarga, Morgan Park Academy, Culver Military Academy and Evanston Academy.

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# EVANSTON ACADEMY

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The first annual declamation contest of the Academy was held April 5, 1907. The interest manifested in the occasion warrants the perpetuation of the institution. First, second and third prizes were given by Mr. George A. Foster. The second contest will be held in the Commencement Season of 1908.

It is required of all students who represent the school in any public contest that their general scholarship be of satisfactory grade. Information regarding the regulations governing interacademic debating and oratory, and regarding the local contests in oratory and declamation may be obtained at the principal's office.

## Prizes

During the past year prizes have been offered as follows:

**THE FOSTER PRIZE**—Mr. George A. Foster, A. B., of the class of '81, Northwestern University, has provided prizes of twenty-five dollars, ten dollars and five dollars to the three students receiving first, second and third places respectively in the annual declamation contest.

**THE SHUMWAY PRIZE**—Mr. Philip R. Shumway, an alumnus of the Academy has given two prizes, one of twenty-five dollars and another of fifteen dollars, to those students who in the annual oratorical contest of the literary societies of the school secure first and second place, respectively.

**THE SHUTTERLY PRIZE**—Mr. Eugene E. Shutterly, M.D., of Evanston, has given a first prize of ten dollars and a second prize of five dollars to those members of Euphronia Literary Society who take first and second place respectively in that society's annual Shutterly contest in oratory.

## Donations to the School

Mr. William Arthur Gray of Forbes & Co., Chicago, has donated to the Academy library a copy of "Thoughts on Business."

The residents of Hatfield House presented an attractive picture for the living room of the House.

The graduating class in June 1907 left as their gift to the school the brass electric fixture hanging in the main corridor of Fisk Hall.

Dr. Eben P. Clapp donated shrubbery for the decoration of the Academy grounds.

Gifts of Mr. George A. Foster, Mr. Philip R. Shumway and Dr. Eugene E. Shutterly are mentioned under "Prizes".

## Gymnasium and Athletics

The Academy encourages gymnasium practice and athletics on principle. Not only is the physical constitution developed and kept in tone by well directed athletic exercise, but for boys, especially of academic age, they stimulate the moral sentiments of honor, self-control, obedience, perseverance and subordination of the individual to the group. In a peculiar way athletics under proper control prepare a young man for his duties to the community and the state.

Students of the Academy have the use of the University Gymnasium which is open at suitable hours to students of both sexes, and is under the supervision of competent instructors. Each student upon entering gymnasium classes is



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# NORTHWESTERN UNIVERSITY

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thoroughly examined physically, and his health, strength, muscular development, physical defects, etc., are carefully noted. From these data a special course of exercises, based on scientific principles, is prescribed to meet his individual needs.

It is the purpose of the instructors to offer to each student such advice and prescribe such exercise as will give increased health, strength, and symmetry of body.

It is the aim of the school to encourage manly sport, to maintain it at low expense, to inspire in the students who participate in it noble ideals of conduct, and to direct the sport into the most salutary channels.

Students have access to the new Northwestern Field, an athletic ground not excelled in the Middle West for its commodiousness and the completeness of its appointments.

The Athletic Association of the University has built and maintains tennis courts two of which are set apart for the exclusive use of the Academy students who pay a small fee for the privileges of the Association.

All athletics are under the direct supervision of the Academy faculty and the Academy Athletic Association, composed of students and faculty.

No student may take part in any interacademic athletic contest without the approval in writing of the Principal of the Academy.

No club or athletic association is permitted to play or compete with professionals.

No student will be permitted to participate in any interacademic contest who is found to be delinquent in his studies.

The Academy regards the health of its students as a main consideration. The school is fortunate in its situation in a suburban city with all the advantages, sanitary, and otherwise, of a modern city. The water supply is abundant and healthful. The city is almost without manufacturing industries so that the air is free from smoke and other impurities. The City's Board of Health is most efficiently administered. There are many miles of well laid walks that make exercise a pleasure. The Academy building and the dormitories are evenly and thoroughly heated by steam or hot water systems. Recitation rooms for the most part have a southern exposure. The nervous strain of class work is reduced to a minimum by the ten minute intermission for relaxation between recitations, by blackboards of roughened surface tinted green on which talc crayon and dustless erasers are used.

Unusual precautions have been adopted to secure safety in case of fire.

In the coming year provision will be made for health talks to young men and women assembled separately, discussing especially the hygiene of the life of the student.

In the event of serious illness a resident of Evanston has ready access to the best medical and surgical skill. Northwestern University has arranged with the Evanston Hospital, one of the best in the state, for the care of students who may be seriously ill. The hospital is complete and modern in all its appointments. On advice of the physician, the principal arranges for the transfer of the student to the hospital, notifying the parent or guardian of the action taken. Most

## Health

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# EVANSTON ACADEMY

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gratifying results have attended the use of the hospital by the University. It may be of interest to note that the two beds in the Hospital subsidized by the University are not occupied one-half of the year, though there are over fifteen hundred students in the College, Academy and School of Music.

## Day Students

Many students in Evanston and vicinity find the arrangement of the Academy hours of classes especially convenient. The recitations are grouped as far as possible in the morning from eight o'clock to ten minutes past twelve. This adjustment makes it possible for most students to be at home for lunch. The afternoon if not used for laboratory work at the school (which may occur two afternoons a week) is left free for study and recreation.

Evanston is well provided with excellent restaurants easily accessible to those students who live quite distant from the school but have afternoon class appointments.

## Study Room

When students are not engaged in classwork they are required to use their time in the Library of the school. This room is large, well-lighted and tastefully decorated. A good working reference library is at the service of students.

Throughout the morning hours the Library is under the supervision of a competent monitor.

## Student Publications

The students of the Academy publish a bi-weekly school organ—*The Academician* and *The Bear*, an illustrated annual, both creditable reflections of the life of the school. Copies of *The Academician* will gladly be sent to prospective students on request.

## Alpha Delta Tau

In June 1907 a chapter of Alpha Delta Tau was formed in the Academy. This organization corresponds in secondary schools to Phi Beta Kappa in universities. Thus far the fraternity is open only to young men and election to it is determined by excellence in scholarship and by nobility of character. It is the highest honor that can be awarded a young man at graduation.

Chapters of the fraternity have been organized in Jacob Tome Institute, Phillips Exeter Academy, Phillips Andover Academy, and Evanston Academy.

## Expenses

Regular tuition in advance, full semester .....	\$36.00
For sons and daughters of ministers, and students preparing for the ministry, properly recommended, in advance .....	25.00
Fee covering athletics and other school enterprises, payable by all students, a semester .....	1.00
Locker fee, per annum, (25 cents being returned on deposit of locker key) .....	.50

The expenses given herewith include all fees connected with Academy work, except a laboratory deposit for chemistry of \$7.50 a semester, to which are charged material used and breakage, any unexpended balance being returned to the student.

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# NORTHWESTERN UNIVERSITY

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Payment is required at the beginning of the semester.

Checks in payment of bills should be drawn to the order of Northwestern University. To avoid the expense of exchange charged by the Chicago Clearing House Association on checks drawn on banks outside that association, it is suggested that checks in payment of Academy bills be drafts on Chicago banks.

No tuition fee will be refunded except in case of sickness. In this event the student will procure from the Principal of the Academy an excuse from attendance, and also, from a physician, a certificate of the inability of the student to remain in school, in which case one-half the tuition fee will be refunded if the student cancel his registration before the middle of the semester.

Students are advised to engage accommodations provided for them in the several halls for young women and in Hatfield House, the dormitory for boys, so long as these accommodations are available. The fees for these halls are announced in paragraphs in this catalogue entitled "Residence of Young Women" page 26 and "Hatfield House", see below.

In private residences in Evanston board may be had in clubs for \$3.50 to \$4.00 a week. Room rent costs from 75 cents a week to \$1.50 for each occupant, usually two in a room. Board with room in families costs \$5.00 to \$7.00 a week. Evanston is well equipped with restaurants where wholesome food is served at reasonable rates.

## HATFIELD HOUSE—The Academy Dormitory for Young Men

The Academy is indebted to Mr. James A. Patten, of Evanston, for equipping this dormitory for the school. The building was originally constructed from funds secured by the Rev. Robert M. Hatfield, D.D., whose devotion to the University is recognized in the name given to the edifice.

Hatfield House is situated on Sheridan Road, the favorite pleasure drive to the north of Chicago and Evanston, facing the University Library and tennis courts, one block from Lake Michigan, and five minutes' walk from Fisk Hall, where the recitations of the school are conducted. The site is most healthful and attractive.

The House is a brick structure three and one-half stories in height, accommodating about twenty students. The building is modern in its appointments. It is heated by hot water, lighted by electricity, equipped with a large and efficient filter to insure the purity of the drinking water, with shower baths and the best type of lavatories. The dining service will be adjusted to the special needs of students for wholesomeness and variety of diet. An attractive parlor or living room gives domesticity to the house.

The students' rooms are usually single, or in suites of three,—separate sleeping rooms and closets with combination study for two students. All the rooms are well lighted, have high ceilings, and are provided with the usual furniture of a student's room. The House has a telephone connection with the lines of the Chicago (The Bell) Telephone Company (Evanston, No. 538).

The house is under the general supervision of the House Master, a member

Living  
Expenses

Residence  
of  
Young  
Men



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# EVANSTON ACADEMY

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of the Academy faculty. He and his wife reside in the building and endeavor to serve the resident students through friendly association and counsel. The regulations governing the House are as few as will secure to students the proper direction of their time and energy as members of the school.

As the accommodations of Hatfield House are very limited, early application should be made for rooms. Students desiring assignments after all rooms are taken will have their names placed on a "waiting list", will be assisted to secure good accommodations with responsible householders in town, and will be admitted to Hatfield as soon as there are vacancies.

The Academy publishes a special circular showing the floor plans of the House with prices for rooms and giving further details regarding the dormitory. This circular will be sent on application to the principal.

Residence in the House will do much to secure for its occupants the advantages of regularity in study with consequent benefits in classwork; such a knowledge on the part of the faculty of the student's daily life and tastes as will enable the school to do all possible for his welfare; helpful association with others who have similar aims, with the establishment of friendships that will remain through life; the stimulus and guidance that may be given by the House Master in relations with the students. The charges for board, room, and limited laundry in Hatfield House are from \$300.00 to \$360.00 a year according to the room taken. Most of the rooms rent at \$340.00 a year.

Academy young men rooming "in town" are expected to conduct themselves with due regard to their own best interests as well as to those of the school. Reports are made by householders on blanks supplied by the Academy office. Information is required regarding the student's habits of study, his orderliness about the house, frequency of visitors during study hours, absence from town, church attendance, removals, and any other matter requiring the attention of the principal. This system placed in operation for the first time during the last year has disclosed a condition of orderliness and industry among the students. The school will be prepared at any time to make report to parents or guardians if students are not making proper use of their time and privileges at the school.

Young men hold their rooms subject to the approval of the principal, and are required to report any proposed changes in writing, without delay, at the principal's office.

## Residence of Young Women

Young women attending the Academy and not residing in their own homes are under the general supervision of the Dean of Women of the University.

Those who are unable to secure accommodations in the women's dormitories are required to ask permission to room elsewhere on blanks that will be furnished for this purpose. The consent of the Committee on Residence of Women should be obtained before rooms are engaged. Young women and young men are required to room in separate boarding houses.

The Academy faculty makes a careful examination of the homes in Evanston that wish to receive young women students and consent is given to engage accommodations only in homes whose character is known and approved. The

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# NORTHWESTERN UNIVERSITY

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school will require frequent reports from the householders regarding the general life of the students residing with them.

The character of these Evanston homes and the tone of the young women coming to the Academy are such that parents may have confidence in the provision made for their daughters.

*Willard Hall*, the largest of the three women's dormitories, is under the immediate oversight of the Dean of Women, who lives in the building and associates with the residents as a friend and adviser.

Academy students may be admitted to Willard Hall if there are vacancies at the opening of the year, but this hall is reserved primarily for the young women of the College of the Liberal Arts.

Willard Hall is situated about five minutes' walk from the Academy. It contains a chapel and other public rooms, but is chiefly devoted to private apartments for students. Many of the rooms are in suites. They are of good size, comfortably furnished, well lighted and ventilated, and are cheerful and attractive. The building is provided with fire escapes. All applicants for rooms must sign a contract to occupy the room assigned for the full college year or secure a suitable substitute, the contract to be guaranteed by some responsible person other than a college officer. A deposit of five dollars is required when a room is reserved.

Board for each semester (including furnished room, light, fuel, and washing twelve plain pieces), to be paid one-half in advance, and the other half in the middle of the semester, \$112.50 to \$130.50, according to the room occupied. No deduction is made for absence during any part of the semester, except in cases of protracted illness. Extra washing, a dozen plain pieces, 75 cents. (Washing must be done at the laundry of the Hall.) The right to change the price of board is reserved.

Correspondence regarding rooms in Willard Hall should be addressed Willard Hall, Evanston, Illinois.

*Pearsons and Chapin Halls.* For those young women who cannot meet the expenses of Willard Hall, provision is made at Pearsons and Chapin Halls. The last two named are in charge of an association of ladies, incorporated as the Woman's Educational Aid Association, who canvass the claims of all applicants for admission, and have a friendly supervision of them while in school. Applicants must not be less than *seventeen* years of age. Pearsons and Chapin Halls are convenient and well-furnished homes, and afford accommodations for about sixty students each. The lighter household work is done by the young women, under the charge of a competent matron.

Board for the school year will be \$125.00, payable in equal quarterly installments at beginning and middle of each semester. This amount covers furnished room, light, fuel, and the washing of a dozen plain pieces a week—each young woman does her own ironing—and provides a home for the entire college year (September to June) inclusive of all vacations and recesses except the Christmas holidays.

## Women's Dormitories

Mostly for  
College  
Women

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# EVANSTON ACADEMY

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For admission to Pearsons or Chapin Halls, address Corresponding Secretary of Woman's Educational Aid Association, Evanston, Illinois. A deposit of five dollars is required when the application is filed. *It is advisable to address the Secretary by the January preceding the September in which the student expects to enter.*

The right to change the price of board is reserved.

## Loan Funds

A few students are aided every year by small loans, not exceeding in any case fifty dollars in one year, from the funds of the Board of Education of the Methodist Episcopal Church. These loans are made to young men or young women who are members of the Methodist Episcopal Church. They are payable within two years after the end of the student's school life.

A fund called the Student's Loan Fund is administered by the faculty of the University through its Committee on Loan Funds. From this fund loans are made to deserving students (without regard to denominational affiliation) for temporary relief in unexpected emergencies. These loans are always payable not later than the opening of the following school year. Information regarding the place and times at which the Committee will receive applications for loans will be furnished by the Principal of the Academy.

## Miscellaneous Information The School Year

The school year is divided into two semesters of two quarters each. The dates of opening, and closing, of vacations, and of important events of the Academic year are stated in the calendar page, 2

Recitation hours are fifty minutes in length. Ten minutes' intermission is given between classes.

Prompt and constant attendance is required at all class exercises. The first and last days of the terms are of such special importance that only the most imperative reasons should require the absence of students at those times.

## Patronage of the School

The patrons of the school come from many states and foreign countries, yet it is a fact of interest that the Academy has an increasing number of students from its own county, where it comes into intelligent comparison with free public schools that are among the best in the land. About one-half the total enrollment are students from Evanston and Chicago.

## Absences

No student is permitted to absent himself from any required exercise--recitation, chapel or church attendance, without accounting for this to the principal. Excuses for all absences are to be presented on printed blanks to be secured at the office and should state definitely the date of each exercise from which excuse is desired. Students living at home are required to bring from home written requests for excuse for absences. Excuses should always, when practicable, be presented in person and before the absence occurs. When this is impossible, the student should present his written explanation on the first day he resumes his school work. Should illness or other cause necessitate an absence of several days, explanation should be sent to the office promptly by a friend, by mail or by phone.



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# NORTHWESTERN UNIVERSITY

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As soon as may be after the opening of the academic year each student in the school is assigned to some member of the faculty who may advise him in any matter that concerns his relations to the school. This association is intended to assist the student in the progress of his work and to promote friendly intercourse between students and faculty.

Advisers

It is the intention of the principal that the office shall not be solely a necessary piece of machinery. It is hoped that the students may resort to it for any service that it may render,—for advice concerning studies or daily life, for miscellaneous information,—in short, that it may serve as a clearing-house for all that concerns the student.

The Office

Social gatherings of Academy students are under the supervision of the University Committee on Social Life of Students, of which the principal of the Academy is a member. Request for such gatherings will be made of the principal and should be made at least one week before the date appointed for the event. The request will give details as to time, place, chaperonage, character of the party, etc.

Social Events

Co-education in the Academy is in the judgment of the faculty on its most salutary basis. The number of young men in the school is three times that of the young women, but the latter are sufficient in number and are of such a character as to command the respect of the former. Young men and women are associated in all the interests of the school; but the faculty discourages immoderate frequency of social events. Occasionally the general assembly of students or chapel session meets in two sections, the young women with the women teachers, the men with the men teachers. Topics are then discussed that are not so appropriately brought before the whole body of students.

Co-education  
in the  
Academy

No Academy student is permitted to establish or retain membership in any high school or academy fraternity, or to have social or other affiliations with any college fraternity. Students are required on registering in the Academy to subscribe to the following pledge:

Fraternities

I promise, without mental reservation, that I will have no connection whatsoever with any secret society, and will not be present at the meetings of any secret society so long as I am a member of Evanston Academy. In giving this pledge, I understand that I hereby agree to hold myself aloof from the acceptance of social favors proceeding from any secret societies or provided in the interest of such societies and to refrain from intimacies that would tend to develop my interest more with one fraternity than with another, or would give to my acquaintances the impression that I am peculiarly intimate with the members of any fraternity.

# EVANSTON ACADEMY

## Students

1907-1908

Allen, Donald Gillett	Burch, Arthur Courtenay	Davis, Lucie Frances	Fulmer, June	Holmberg, Hilda Christina
Allen, Harry Sumner	Burden, James Wiley	Davis, Sissilla Amy	Furness, Dwight	Hookanson, Ellen
Allison, Vivian Thomas	Burdick, Earl Franklin	Day, William Henry	Gardner, Elizabeth	Katharine
Alsasser, Clarence Baum	Bush, Rachel Duncan	Dees, Jesse Walter	Gardner, William	Hopkins, Idamae Lois
Alt, Edward Emmons	Byall, Hazel	Dees, Theodore William	Eldridge	Hornung, Harry Edward
Amrine, Edward Marcus	Cairns, Robert Chapman	DeKalb, Charles Elton	Gaston, Mary Edna	Howard, Charles Walden
Anderson, John Arthur	Cameron, James Roy	Delmerick, Basil Charles	Gethmann, Ella Helene	Huey, Howard Albert
Andrews, James Clifton	Cameron, Ruth Emma	Denton, Allen Eugene	Gibson, Ralph Shaffer	Fairbairn
Arnold, Stanley	Camp, Cecil LeRoy	Denton, Jay Leonard	Gilpin, Grace DeForrest	Hull, Ray LeRoy
Aspegren, Herman Wendel	Campbell, Elizabeth S.	Deutsche, Ilda Eleanor	Goddard, Lotus Lucille	Hutchings, Leslie Glenn
Atherly, Harold James	Canfield, Wren Manley	Deutsche, Myrtle Rae	Goertz, John Thade	Huth, Nydia Wilhelmina
Atherly, Hazel Louise	Carlson, Anna Marie	DeVry, George Bernard	Goldberg, Berthold Lafin	Israel, Genevieve
Atwell, William Joseph	Elizabeth	Dickey, Gladys	Gradle, Roy Searls	James, Maurice Alton
Avery, Clyde Robert	Carpenter, Hubert	Dickey, Gwendolyn	Graham, Arthur Richards	James, Myron Everett
Bagshaw, Roy Boulton	Montelle	Dines, Charles Ross	Graham, Dolliver Wiltsee	Jenkins, Catherine
Bain, Archie Edward	Carpenter, Mary	Dix, Jesse William	Graves, Pansy Maud	Elizabeth
Baird, Wilbur Stanley	Blanchard	Doak, Elizabeth	Greenebaum, Beatrice E.	Jennings, Elmer Hayward
Baker, Alice Lillian	Carroll, Irene Nevada	Doolittle, Robert Arthur	Grant, Arlo	Jensen, Peter Ferdinand
Baker, Edna Edith	Carroll, Leslie Mortimer	Dorner, Dorothea Alice	Greathouse, Asa B.	Jewell, Edward Alden
Baker, Emilie Eleanor	Carroll, Martha Beaumont	Dorothy, Eugene Joseph	Gregory, Madeline Olivia	Jinguji, Genjiro
Baker, James C.	Carroll, Merton Alfred	Dreher, Charles Edwin	Griffin, John Mitchell	Johnk, Fred A.
Baker, Margaret Louise	Chamberlin, Edith Mae	Dufford, Ray Theodore	Grove, Isabella	Johnson, Arthur Leroy
Ballard, Rachel Starbird	Chamberlin, John Clan	Dunbar, John Will	Gunder, Jeane Daniel	Johnson, Charles Edward
Ballard, Sallie Virginia	Chapman, Ella	Dunn, Harold Bruce	Guzman, Sergio B.	Johnson, Douglass
Barbour, Justin Fulton	Chapman, Hazel Gladys	Durnal, Alma Frances	Hagen, Louise Dorothy	Montgomery
Barnard, Mabel	Chapman, Helen Hoagland	Earhart, Grace	Hager, Luella Sophia	Johnson, Marvin Alfred
Barrows, Mabel Elise	Chapman, Louise Mary	Earl, Warren Zachary	Halberg, Edwin Anton	Johnson, Merritt Martin
Barth, William Philip	Chapman, Walter Case	Eastman, Harry Niles	Hale, Carrol Dwight	Johnson, Nelson H.
Bauerkemper, Julia	Chapman, Wallace	Edgingfield, Ruth Holman	Hall, Lysle	Johnston, Mable
Beall, Homer Honeywell	Webster	Edwards, Ruth Eliza	Hammer, Harold Gustav	Reichard
Beazley, Cora Alice	Charles, Sherman	Eigner, Frank Thomas	Hanney, Virginia Veronica	Johnston, Thomas Robert
Beckett, Paul Afton	Alexander	Eldridge, Byron Henry	Hans, Malcolm Fred	Johnstone, N. W.
Bell, Deloss	Christensen, Harry	Ellstrom, Alfred Gustav	Harbert, Horace Charles	Jones, Bertha Irene
Bell, William Leslie	Raymond	Ericson, Melvin Burton	Harkness, Cornelia	Jones, Herbert Renfrew
Benson, Edna Theresa	Christopher, Frederick	Ericsson, Ralph Bernard	Virginia	Jones, John Lewis
Benson, Lena Augusta	Clark, Celia Lucile	Esch, Irmagard Anna	Harris, Abram	Jones, Laurence
Bent, Ruth Ann	Clark, Florence	Estabrooks, Elisha	Harris, William Joseph	Merinius
Berg, William Gordon	Clark, Harold Johnson	Garfield	Hart, Faye Earl	Jones, Rachel Bangs
Berger, Alvin Gustave	Clayton, Allan Benjamin	Evans, Charles	Hart, Herbert Stanley	Jones, Thomas Z.
Berglund, Edward George	Clemes, Stanley Wilson	Ewald, Marjorie Nelle	Hatcher, Harry Tuthill	Joransen, Carl Albert
Berryman, Gladys Audrey	Cochrane, Grace Irene	Fahs, Frederic William	Hatterman, Florence	Jordan, Viola
Bierer, Marguerite	Colledge, Edward Wilson	Fahs, Jean	Pauline	Jungels, John William
Birmingham, Bruce L.	Collins, Jessie Edith	Fahs, Raymond Ziglar	Hatterman, Lucile	Justice, W. Arthur
Bonbright, James Cummings	Cook, Adele	Farquharson, William	Gertrude	Juvinall, James Robert
Booz, Edwin George	Cook, Laura Lesley	James	Haubold, Clara Theresa	Kafer, Myron Garfield
Booz, William Aschom	Cook, Merritt Wilson	Fate, Mayme Hazel	Haugland, Peter Olsen	Kahlo, Lucille Agnes
Bragg, Kendal Benjamin	Coombe, Perey William	Fellows, George Warren	Hawley, George Cressey	Karger, Rosalie Linnett
Bragg, Lawrence Dickinson	Cooper, Frank B.	Fellows, Paul Raymond	Hayward, Ida May	Karpinsky, Adolph G.
Brasmer, George Raymond	Cooper, Frank Leslie	Ferris, Leslie Charles	Heil, Ella Hazel	Kaye, Fanny Gladys
Brawthen, Lillian	Cooper, Josephine	Fielding, Myrtle Katharine	Helander, Arthur Conrad	Keay, William James
Georgine	Copeland, Gertrude Mae	Fisher, Bernice	Helikson, David	Keefe, William Benjamin
Bressmer, Walter Arthur	Corbett, Lu Lawrence	Fisher, Louis William	Hemenway, Margaret	Kellogg, Frank Templeton
Breytspraak, Victor	Coutts, Roy	Fisk, Lois Franc	Henningsen, Henning G.	Kellogg, Fred Gleason
Clarence	Craig, John	Flaherty, Laurence	Henricks, Henry Herman	Kellogg, Marjorie Elvina
Bridge, Isabelle	Crain, Cora Edna	Folkestad, Hallvard	Herben, George Foster	Kelsey, Mabel Elinor
Bronson, Reid Raymond	Crampton, Ethel Maria	Forman, Edna Laura	Hermansen, Andrew	Keltie, James David
Brownlee, Clarence Stiles	Craver, Oleta Eda	Forrey, Richard	Herren, Walter	Kemman, Ida Sophia
Bruce, Ray Forrest	Crippen, Allen	Lindgren	Hickman, Will H.	Kendle, Ethel Winifred
Bruning, Irma	Cromley, Esta Anetta	Foster, George Henry	Hill, Marie Louise	Kennedy, Harry Tilden
Bryan, Marie Evelyn	Crook, Jennie Cecilia	Foster, Gertrude Alice	Hilliard, Elmer Lorin	Kercher, Oscar B.
Buchanan, Georgia	Crout, Nelle Clara	Foster, Robert Bagley	Hills, Grace Boyer	Kierland, Alice Thora
Evangeline	Cruse, Raymond Robert	Freeman, Erceledean	Hilton, Charles Ordway	Kietzer, Edmund Ewald
Buffett, Clyden Esmon	Currier, Grace Mae	French, Charles Lemmel	Hoar, John Henry	Kilmartin, George
Buhrman, George Herman	Dadley, James Walter	Freund, Kate E.	Hobart, Marcus Hatfield	Dempsey
Bunch, Jesse William	Davidson, Edward	Frost, Ethel Grey	Hodgkins, Katharine B.	Kimbark, Donald Rice
Bunch, John James	Bernard	Fuller, Franklyn Childs	Holderman, Ray	Kittleman, Charles
	Davis, Lola E.		Hofstad, Ottar	Wesley



# NORTHWESTERN UNIVERSITY

Klotz, Berenice Maud	McOmber, May Irene	Nysegander, Nancy Ethel	Rudolph, Edgar Ira	Thorpe, Robert O.
Knapp, Florence M.	Mackin, Thomas John	O'Connor, John Harold	Russell, Harold Clark	Tong Chew
Knoop, Walter Adolph	Mair, Kathleen	O'Hare, Mae Elenor	Russell, Ruth Madeline	Tracy, Fred Earl
Kosche, Eleanor Suzanne	Manley, John Alfred	Olson, H. John	Rutledge, Ralph Merrill	Travis, Charles Theo
Kranebell, Wilbur	Marcellus, Edward W.	Ontiveros, Lorenzo H.	Samson, Duane Donald	Traxler, Dean Lake
Raymond	Mark, Eugene	Page, John Harry	Sanderson, William Martin	Tritschler, Frank Joseph
Kroeck, Arthur Henry	Markley, Rolland	Palmer, Leila Verne	Sargent, Irene Marie	Tully, Helen Adelaide
Krusemark, Albert Henry	Randolph	Pardee, Roy Eugene	Sauer, Frank Joseph	Underhill, Lee
Kuhlman, Mary Edna	Marks, Robert William	Parker, Carle Gwin	Scanlan, George Anderson	Upstone, Gale Henry
Laiblin, Martha Fanny	Mason, Helen Iris	Parkhurst, Frank Bennet	Schmidhofer, Elsa	Vansant, William Lawrence
Mathilde	Means, Cyril Chesnut	Parks, Emma Webb	Schroeder, Meta A. G.	Varges, Ariel Low
Lamke, Earl John	Mecartney, Calvin Frank	Patten, Grace Jane	Schuetz, Walter William	Virden, Sadie Margaret
Lamke, Raymond Clarence	Meeker, Marion Catherine	Patton, Clyde Edward	Schuster, Rudolph Samuel	Voorhees, Edith Naomi
Langness, Ragnval	Menge, August Charles	Paullin, Frances Anne	Schweinfurth, Geraldine	Walker, Estella Jarrett
Bernkof	Merritt, John Wesley	Paullin, Laura Virginia	Justina	Wallace, Raymond
Langworthy, Bessie Maude	Meyerling, Wanda	Peck, Caro Beth	Scott, Fred James	McElwain
Larsen, Webster Gay	Genevieve	Perry, Florence Mildred	Scudder, Marie Graves	Wallis, Frank DeWitt
Larson, Hattie Lucilla	Meyers, Fred C.	Perry, Pauline V.	Seaman, Morris Lewis	Walter, Will Hamilton
Larson, John Einer	Middlekauff, Marjorie May	Peterson, Walter Thor	Seewald, Olga Elizabeth	Ward, Esther
Lavery, William James	Miles, Louise Minor	Pettit, Ethelyn Floy	Sherman, Frank Taylor	Ward, Frank Josiah
Lawson, Gordon	Miller, Alta Maud	Pierson, Florence	Sherman, Sara Cordelia	Ward, Mabel Lucy
McIntosh	Miller, Hugh Hickman	Elizabeth	Siberts, Sara Miriam	Watson, Alice Jessa
Lawson, John Walton	Miner, Lovina Lybrand	Pitman, Joe Leroy	Skarr, Louis Bohdan	Webster, Roy R.
Layton, Warren Kenneth	Mitchison, Henry	Plummer, Beulah Alexia	Slaatte, Iver T.	Wedell, Axel Leonard
Leacock, Lilian	Broadwood	Polhemus, Eliza Groat	Slocum, Elizabeth Goudy	Weis, Ezra Herman
Lee, James Albert	Mize, Ione Marilla	Poole, Frances	Smith, Bert Edward	Franklin
Lee, Jesse Douglas	Molesworth, Petalita	Potter, Harry Rice	Smith, Edna Joyce	Weis, Leroy Louis
Legler, Florence Anne	Montgomery, Eva	Pratt, Howard Fels	Smith, Edwin Oscar	Wells, Robert Elliott
Lenfesty, Reginald	Moody, Edith Sarah	Preston, Eva Emeline	Smith, Roland E.	Welsh, Edward Niles
Letzter, Margaret	Moore, Andrew Jamieson	Prince, William Jasper	Spalding, Roscoe Conkling	Wert, Alva Ledward
Catherine	Moore, Alice Lydia	Pritchard, Edith Mildred	Spangler, Estella May	Westfall, David Irwin
Lewis, Frank Angeline	Moore, Aubrey Shannon	Pugh, Walter Elmer	Spearman, Frank Hamilton	Westman, Ethel Adelaide
Lewis, George Edward	Moore, Beatrice D.	Pulliam, William George	Spencer, Helen Mitchell	White, Edward Sidney
Liljegren, Victor Nels	Moore, Esther Beatrice	Putnam, Persis	Spencer, Stephen R.	White, Marquerite
Lindell, Paul Alfred	Moore, William Warren	Randolph, Marie Elizabeth	Spragg, Willard Robert	Whitman, Olin Lisk Metz
Livingston, Esther	Morehead, Mary Ruth	Reed, John Watford	Spry, William Taylor	Whitmore, Maude Decelle
Creswell	Moreland, Cornelia	Reed, Lietta Elizabeth	Stafford, Russell Horton	Wildt, Glen Frederick
Locy, Francis Eastman	Beretta	Reed, Vincent Merrifield	Stanger, Edna May	Williams, Percival Lloyd
Long, Wallace Winfield	Morgan, Lucile	Reinhard, Marie Margaret	Steinhilber, Fredrick John	Williams, Queenie Ruth
Lowery, Charles Lawton	Morrill, Louis Grant	Richards, Frances Rebecca	Stephens, Anna Margaret	Willetta
Lowery, Norvin Vernon	Morris, Mabel	Ridlon, Noel	Strombeck, John Fredrick	Willott, Gertrude Edna
Lund, Herman John	Mowrey, Mary Emma	Roberts, Eva Spray	Stromberg, Alice Mae	Wilson, Gladys
Lyman, Oliver Bridgman	Mueller, Josephine Mary	Roberts, Mary Ethel	Stufflebeam, Albin Miller	Wilson, Helen Louise
Lyon, Burke	Mundt, Edwin Henry	Robertson, Viola	Sundt, Bertha Marie	Winn, Grover Clark
McCulloch, Bert Carlyle	Murphy, Leonard J.	Gwendolyn	Sundt, Cora May	Winslow, Harold Bragdon
McDonald, Malcolm	Nash, Ethel May	Robinson, Anna Belle	Swandson, Herman John	Wise, Oliver Cady
McFadden, Florence Maud	Newgard, Stella	Robinson, Thomas Henry	Rasmus	Wolf, Carl Nicholas
McFadden, George Ross	Newhouse, Charles	Rockefeller, Alfred	Swanson, Frances S.	Wood, Arthur Bailey
McGregor, Clara Grace	Russell	Rogers, Louis Perry	Talley, James Rayford	Wood, Leon
McIntire, Virlon Willard	Nickols, Chester Ray	Rogers, Neil Oscar	Teed, Edward	Woodmansee, Cicero
McKerchar, Florence	Nichols, Josephine	Rohwedder, Toni Margaret	Terry, Charles Roy	McGowan
Artlett	Nichols, Walter Orlin	Rollo, John Newton	Thompson, Avery Homer	Yaple, George Skiles
McKerchar, Roy Malcolm	Noiri, Yoshimasa	Rood, James Quan	Thompson, Charles Henry	Young, Homer Harold
McMains, Erma Zoe	Norris, Earl Clement	Rubin, Esther Freda	Thornell, James	Zook, Samuel Enoch
McNair, Ruth Everard	Nye, Arthur Basil	Ruby, Clarence Stahl	Thornton, Henry Randolph	

## Graduating Class, June 19

Cora Alice Beazley	*Genevieve Israel	Henning Theodore Mostrom	Lucille Lotus Goddard	Virlon Willard McIntire
George John Brotje	Amelia Johnson	Ernest Elliot Motter	Abram Harris	*May Irene McOmber
Florence Willetts Burrell	Charles Wesley Kittleman	Bert Vivian Nelson	William Joseph Harris	John Alfred Manley
Charles Edwin Dreher	*Mary Edna Kuhlman	*Helen Prindle Patten	James Juvenal Hayes	Angie Messer
Charles Manson Edmondson	Henry Harvey Lavery	Frances Anne Paullin	Vernon Orville Hill	*Marjorie May Middlekauff
Edith Gertrude Elden	George Clinton Lee	Wilfred Crouch Ropiequet	Charles Ordway Hilton	Robert Prindle Middlekauff
Frank J. Embick	Anna Louise Lehle	Vivian Sims	Edward Torres	Grover Clark Winn
*George William Erb	Arthur William Lemke	David Grosh Thompson	*Esther Ward	
Samuel Dawson Erwine	Charles Lawton Lowery	*Anna Vera Thornton	Arthur William Wermuth	
	Josephine Florence Lynch		*Charles Earl Widney	

The Academy faculty annually elects one-fifth of the class to graduation honors for highest records in scholarship. These students have an asterisk against their names in the above list.

# EVANSTON ACADEMY

## *Summaries, September 1907 to June 1908*

	Men	Women	Total
Academy students .....	252	103	355
College students in Academy classes .....	72	87	159
Academy Musical .....	3	31	34
College students taking Academy work for college credit. .	15		25
			<u>563</u>

## *Summary by States and Countries*

Evanston .....	139	Louisiana .....	1	Oregon .....	1
Cook County outside of Evanston. .	145	Maryland .....	1	Pennsylvania .....	5
Illinois outside of Cook County. .	110	Massachusetts .....	1	South Dakota .....	4
Illinois total .....	394	Michigan .....	20	Texas .....	2
Arkansas .....	1	Minnesota .....	9	Utah .....	2
California .....	1	Missouri .....	4	Washington .....	4
Connecticut .....	1	Montana .....	2	Wisconsin .....	9
District of Columbia .....	1	Nebraska .....	2	Canada .....	7
Idaho .....	2	New Hampshire .....	1	Denmark .....	1
Indiana .....	18	New Jersey .....	1	Germany .....	1
Indian Territory .....	1	New Mexico .....	1	Japan .....	1
Iowa .....	32	New York .....	4	Mexico .....	3
Kansas .....	6	North Dakota .....	3	Norway .....	3
Kentucky .....	1	Ohio .....	4	South America .....	3
		Oklahoma .....	1	Sweden .....	1

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1908/09

# *Bulletin of*

## EVANSTON ACADEMY

NORTHWESTERN  
UNIVERSITY

1909-10

### *General Catalogue*

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UNIVERSITY OF ILLINOIS

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PRESIDENT'S OFFICE.



UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE.

# EVANSTON ACADEMY

NORTHWESTERN  
UNIVERSITY

## General Catalogue

UNIVERSITY OF ILLINOIS

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EVANSTON ILLINOIS

# EVANSTON ACADEMY

## Calendar

1909-  
1910

SUMMER SCHOOL BEGINS .....	Monday, June 28
SUMMER SCHOOL CLOSES .....	Friday, August 6
FIRST SEMESTER BEGINS .....	Monday, September 20
REGISTRATION DAYS .....	Monday and Tuesday, September 20 and 21. Hours 9-12, 2-5.
RECITATIONS BEGIN .....	Wednesday, September 22, 8 a. m.
THANKSGIVING RECESS .....	Thursday, November 25 to Sunday November 28, inclusive.
SECOND QUARTER BEGINS .....	Monday, November 29
CHRISTMAS RECESS .....	Saturday, December 18 to Monday January 3, inclusive
SECOND SEMESTER BEGINS .....	Thursday, February 10, 1910
WASHINGTON'S BIRTHDAY, HOLIDAY ...	Tuesday, February 22
EASTER RECESS .....	Friday, March 25 to Monday, March 28, inclusive
FOURTH QUARTER BEGINS .....	Monday, April 11
DECORATION DAY, HOLIDAY .....	Monday, May 30
SUMMER VACATION BEGINS .....	Friday, June 10

*Special examination days to make up conditions*

Saturday, September 18, 1909  
Wednesday, February 9, 1910  
Saturday, May 21, 1910

*Committee of the Board of Trustees of Northwestern University  
in charge of the Academy*

JOSIAH J. PARKHURST  
MERRITT CALDWELL BRAGDON, A. M., M. D.  
GEORGE PECK MERRICK, LL. B.  
JOHN P. MCWILLIAMS  
MRS. ALICE J. WILSON

*Committee of the Faculty of the College of Liberal Arts supervising courses  
of study and methods of instruction and administration in the Academy*

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Principal and Professor of History  
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Professor of Botany  
ROBERT RICHARDSON TATNALL, Ph. D.  
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ALPHONSE DE SALVIO, Ph. D.  
Instructor in Romance Languages  
ARTHUR GUY TERRY, Ph. D.  
Instructor in History



# NORTHWESTERN UNIVERSITY



THE ACADEMY was established in 1860 by the trustees of Northwestern University to provide instruction adequate to the preparation of students for the high standards of work in the College of Liberal Arts of the University. From its inception college preparation has been its main purpose; but its curriculum has been well adapted to the needs of those who enter immediately on practical life or professional study. At present new emphasis is laid on preparation for technical schools and for business. Most of the graduates of the school have entered colleges and universities. A student in the school is therefore stimulated by constant association with a large number of young men and women seeking the fullest preparation for life.

Historical

The school has had the advantage of a continuity of traditions. It has had but seven principals in a half century and but two since 1873. A good share of its instructors have continued in service year after year, adapting themselves with increasing adequacy to the requirements of the school and the students. In forty-nine years nearly ten thousand students have received instruction in its classes.

General  
Spirit of  
the School

More important than the site or equipment of a school is its general spirit or tone. The prevailing spirit in the Academy is one of earnestness and goodwill. For many in the school attendance entails much sacrifice. Many students are working their way either wholly or in part; the class room demands concentration of endeavor; the chapel services seek the moral quickening of the school; the literary societies provide discipline in clear thought and expression and in parliamentary law. This earnestness is tempered by a moderate number of social appointments—the Christian League, receptions, class sociables, joint meetings of men's and women's literary societies, the celebration of victories in inter-academic contests, etc.

Without cant or exclusiveness the associations of the students in the Academy are cordial and salutary.

The school recognizes good will as an important asset. The faculty studies to secure it, knowing that once attained it elevates and strengthens every phase of school life. Faculty and students co-operate in every way. A mutual feeling of trust, courtesy and friendship is cherished. As far as possible, students are trusted with the administration of the matters that interest them.

The Academy regards its students as young men and women of earnest purpose, in attendance upon the school to fit themselves for a useful life. The school gives to each individual the largest liberty consistent with the interests of its own work and that of others, a policy which it is believed will best develop self-reliance and maturity of character. In return the loyal interest of the student in the school is marked and permanent.

The Academy is peculiar in the character of its instruction. The school is not satisfied to secure teachers whose knowledge is just sufficient for their class work. Men and women of advanced special training and of broad culture constitute the faculty. An unusual number of the instructors have received advanced degrees

Instruction  
in the  
Academy

# EVANSTON ACADEMY

from one or another of the leading universities in this country and abroad and have supplemented their scholastic acquirements with foreign travel.

Scientific meetings and journals of the learned societies are used by the instructors to secure in their own fields the latest results of scholarship and suggestions to be applied in the class work of the Academy. Teachers in the Academy have a special stimulus in close association with the corresponding departments of the College of Liberal Arts of the Northwestern University and therefore have ready access to the advanced courses of study that vitalize their own work. Such a faculty brings to students not only the subject matter of a lesson but breadth of view and the atmosphere of liberal culture.

The faculty endeavors to secure the best results from students by their own fulness of preparation for the day's work, by clothing the subject with interest, by clearness of presentation, by stimulating alertness of mind in the students and arousing the questioning attitude, by establishing in the class a spirit of confidence and co-operation. The instructors make their teaching a profession, are devoted to it and desire only to make themselves of the fullest service to their students in whom they seek to have an abiding intellectual, moral and personal interest.

## Location

The Academy is situated in the city of Evanston, twelve miles north of Chicago, directly on the shore of Lake Michigan. Evanston is connected with Chicago by the Milwaukee division of the Chicago & Northwestern Railway. Electric transportation is provided by the Northwestern Elevated Railroad, by a surface line from Chicago to Evanston, and by the Chicago and Milwaukee Electric Railroad.

The population of the city is about 25,000. Evanston is unusually free from immoral influences. The Charter of the University prohibits the sale of intoxicating beverages within four miles of the seat of the University.

The city of Evanston has a large population of intelligent people and offers to students many advantages for profitable instruction and culture outside of the school curriculum, especially in churches, concerts and lectures.

The city presents many opportunities to those who are compelled to earn means for their education. Physically Evanston is one of the most attractive cities in the country; its natural beauty, local pride, and well administered government make it a place of residence peculiarly helpful and inspiring to students. Of importance is the proximity of the school to the educational privileges of Chicago. Though that city is too remote to be a place of frequent resort for students, it is near enough to supplement in a liberal way all the facilities for study enjoyed at Evanston. Especially advantageous are the libraries, the Art Institute, the Field Museum, and the large and varied musical opportunities of the city.

As a center of some of the greatest problems of our national life, Chicago should be of peculiar interest to students. The administration of the school seeks to bring students into intelligent contact with the problems of the city and of society in general and to stimulate a desire for well directed social service.

The Academy is on the University campus and profits by the proximity of students engaged in the higher studies; by access to the various accessories to

# NORTHWESTERN UNIVERSITY

the work of the college, the library, museum, observatory, gymnasium and athletic fields; by facility in combining courses of study in the Academy with others in the College and in the Schools of Music, Oratory and Theology.

The Academy is situated on the University campus, in the heart of Evanston, less than one hundred feet from the shore of Lake Michigan. The building faces Sheridan Road, the favorite drive from Chicago along the North Shore. The grounds adjacent to the Academy are ample and present extensive views of the Lake. A varied flora, the grove of stately oaks and the Lake make a campus of unusual beauty.

Fisk Hall, the gift of Mr. William Deering, was erected in 1898 for the use of the Academy. The south front extends one hundred and eighty feet, and the greatest depth is one hundred and thirty feet. It contains fifteen recitation rooms each accommodating from thirty to fifty students, three laboratories, five parlors for literary societies and the Christian League, a study room accommodating one hundred students and containing a library of reference books, and a chapel with a seating capacity of seven hundred and fifty.

The following libraries are at the service of students: the Orrington Lunt Library of the University of nearly 60,000 bound volumes and 40,000 pamphlets, the library of the Garrett Biblical Institute of about 19,000 bound volumes and 4,000 pamphlets, both on the campus; the Evanston Public Library of over 35,000 volumes, but a few blocks from Fisk Hall. At all of these libraries Academy students enjoy expert assistance in the use of books.

To the above mentioned library facilities may be added the great libraries of Chicago—the Chicago Public Library, the John Crerar Library and the Newberry Library, offering to students a total of more than 500,000 volumes.

The school is well furnished with laboratory facilities and endeavors from year to year to keep the equipment up to date.

The department of physics occupies six rooms in the Academy building: laboratory, lecture-room, shop, dark room, apparatus room, and office. The laboratory is furnished with steam, gas, electricity, water, a seconds-clock, and triplicate sets of apparatus.

The lecture table is provided with gas and water. Direct and alternating dynamo and storage battery currents are supplied from a well equipped switch board in the lecture room. The shop, used chiefly for the construction and repair of apparatus, is supplied with sets of metal-working and wood-working tools, including a small power-lathe, operated by a two-phase, one-horse-power induction motor.

The chemical laboratory is situated in Fayerweather Hall of Science, and includes on the main floor, a lecture-room, seating sixty; a reading room, a laboratory for general chemistry and qualitative analysis, with forty-six tables; a laboratory for quantitative analysis, with twelve tables, a balance-room, the instructor's office and private laboratory, and an assistant's room; in the basement a general store-room with four tables equipped with special conveniences for water analysis.

## Equipment

## Laboratories



# EVANSTON ACADEMY

The biological department occupies three rooms on the ground floor of Fisk Hall,—recitation room, office and laboratory. The last is lighted by windows on three sides, is provided with two center tables supplied with water and gas, and has cases for glassware and apparatus and table accommodations for thirty-two students working at a time. The further equipment consists of compound and simple microscopes, microtome, incubator, hot air and steam sterilizers, glassware and reagents, a small collection of insects and an herbarium of the local flora. A large room in the basement is used for storage and the keeping of live animals. A small green-house (7x34 ft.) is in process of construction.

The recitation room is furnished with a lantern for the projection of lantern and microscopic slides.

The manual training department occupies a room twenty-five by sixty feet. It contains ten wood-lathes and twenty work benches, especially designed for this class of work. Each lathe is provided with a complete set of tools for wood turning, while each work bench is supplied with four sets of individual tools and four lockers and with a case of general tools which the different students assigned to that bench may use in common. All tools are of the best quality. Each lathe and bench is provided with electric light; power is furnished by a two-phase, three-horse-power induction motor.

The typewriting department has been recently equipped with new machines.

The office is in possession of modern manifold devices which may be used in the instruction of classes.

The University Museum in University Hall contains large collections illustrative of anthropology, botany, geology, mineralogy, and zoölogy. In some departments it is peculiarly rich. Its materials are available for the purposes of illustration in Academy classes.

The Northwestern gymnasium, now in process of construction, will be ready for use in the next academic year. No institution in the country will enjoy better facilities for all forms of physical exercise. Provision for athletic sports is afforded by an indoor field. This field is provided with dirt floor, surrounded by a ten-lap running track 12 feet wide. The dimensions of this field are 215 by 120 feet, without obstructions, the roof being supported by immense steel arches rising 54 feet at the highest point. Two full-sized baseball diamonds may be laid out within the track. Six tennis courts with ample space at either end for players, placed in this field, would still leave space enough for 2000 spectators if stands were erected along the side walls. This field will be heated in the cold weather and will insure opportunity for athletic games and indoor track work at any season of the year. A gymnasium with floor space of 7,200 square feet will be equipped with all necessary apparatus for class work. On the north side of this large room is a smaller room to be used for boxing, fencing, wrestling, and exercise on special apparatus. On the south side of the second story are the baths and lockers, and a large rest room for women; a stairway leads from this rest room to the pool below. A beautiful swimming pool, 60 x 25 feet, complete with filter and heating apparatus will provide for aquatic exercise. Shower baths and locker rooms for the men are in the basement. A large social room, offices, and coat room occupy the north half of the first floor. The corridor, 36 feet wide, through the center of the main building will be used as a trophy room and general



# NORTHWESTERN UNIVERSITY

social room. By the provision of a large kitchen on the second floor and a lift the large gymnasium room, the small gymnasium room, and the large social room may be connected into banquet halls at pleasure.

The applicant must be at least *thirteen* years of age, and it is desirable that he shall have completed the ordinary common school branches, i. e., the studies of the eighth grade. Classes, however, may be formed in arithmetic or grammar when a sufficient number require it. In general it is for the advantage of students to enter in September, but they will be admitted at any time thereafter, preferably, however, at the opening of the quarter in December, February or April.

*A student applying for admission to the school will bring with him or send in advance a certified statement of work done in the last school attended, with record of deportment or certificate of honorable dismissal.* This certificate will be accepted in lieu of entrance examinations, but must be presented before registration is completed. A student who cannot present such credentials may file a letter of recommendation from his pastor or other responsible person.

## Admission

A student applying for advanced standing (i. e., entering after the beginning of the Academy course) should present at the principal's office full and detailed records of work pursued in other schools of high school or academic grade, together with statement of satisfactory deportment in the school last attended. Blanks for this purpose are provided by the Academy office.

## Advanced Standing

Credit will be given on the Academy records for work done in other schools after the successful completion of one semester's work, "successful" being interpreted to imply at least passing grades in the line of work in which credit is sought. Any teacher may, if it is deemed necessary, require an examination in a subject in which credit is sought in order to satisfy himself of the student's knowledge in the subject. On an appointed date early in the second semester of the student's attendance in the school he will present his credits to the Committee on Advanced Credits for valuation and record. Students desiring credit in laboratory science, such as botany, zoölogy or physics, should bring with them their note-books containing the original record of work in the laboratory. Whenever possible the note book should have the certification of the instructor under whom the work was done. The Academy requires that a student to be a candidate for graduation shall have been in attendance at the school long enough to have secured credit in at least three units of work.

The applicant will be assisted by the principal or other members of the faculty in selections of studies and the adjustment of registration. No student will be admitted to classes until his registration is approved at the office.

## Registration

A student is ordinarily expected to take sixteen hours of recitation work in the week. Two hours in the laboratory are estimated as equivalent to one hour in recitation. Those whose health is not vigorous or who must spend much time in labor for self-support should not expect to take full registration. Changes of registration during the school year may be made only after consultation with the principal.

Permission to register for more than sixteen hours is a privilege, and will not be granted unless the faculty is satisfied that the student can carry the whole

# EVANSTON ACADEMY

work creditably. A student may not be permitted to register for more than twelve hours, if he is engaged in such outside work as will make a serious drain on his time or energy.

Weekly reports of delinquency in classwork are made by the faculty to the principal and by him to the homes of the students. These reports are made the basis of such readjustments of registration as seem wise.

## Examinations

At the middle and close of each semester, regular examinations are held. Any student may be excluded from examination whose daily work has not been satisfactory.

When a student's absences in any study amount to *one-sixth* of the total requirement of class hours in that study, his registration in that subject will be cancelled and the privilege of examination denied unless the cancelled registration be restored by vote of the faculty.

In the Academy records A signifies excellent; B, very good; C, fair; D, low but passing; E, failing; F, repeat in class. An E record may be removed by a later successful examination. But this examination must be taken before the subject or part of subject on which the student failed is again pursued in class. Neglect to take the *second* examination, or a second record of E will require a repetition of the work in class. A student will not be permitted to use for graduation those records of grade D that are in excess of one-fourth of the total number of records credited to him. Second Examinations are offered only on the days announced in the Calendar (see page 2).

## Home Reports

Reports of work done in the school are regularly sent to parents or guardians at the end of each semester. If, however, the principal is requested to make more frequent reports, these will be sent at the middle and end of each quarter (eight reports to the year). The report cards should be promptly signed by the parent or guardian and returned, preferably by mail, to the Academy office.

The principal and faculty welcome suggestions at any time from the parents of students that may assist in making the school of greater service to them.

## Courses Offered

In the first semester classes are formed in English of the first, second, third and fourth years; algebra, elementary and advanced; geometry, plane and solid; college algebra; civics, history of Greece, of Europe, of England or United States; Latin of the first, second, third and fourth years; Greek of the first, second and third years; French of the first, second and third years; German of the first, second and third years; physics, chemistry, botany, zoölogy; manual training, metal work; mechanical drawing; stenography and typewriting, commercial geography, economics.

In the second semester new classes are formed in advanced algebra, trigonometry; history of Rome, industrial history; typewriting, commercial law and economics.

The classes beginning in September are often adapted to the needs of those who register at the opening of the second quarter, the beginning of the second semester, or of the fourth quarter. Indeed, a student may enter the school at any time and expect to find classwork to accommodate his wants.

# NORTHWESTERN UNIVERSITY

## Officers of Administration

ARTHUR HERBERT WILDE, PRINCIPAL

A. B., S. T. B. Boston University; Ph. D. Harvard University.  
Phi Beta Kappa. Professor of history, Northwestern University.  
Member American Historical Association. Principal of the  
Academy 1904—

HERBERT FRANKLIN FISK, PRINCIPAL EMERITUS

A. B., A. M. Wesleyan University, Middletown, Connecticut.  
Phi Beta Kappa. Doctor of Divinity, Doctor of Laws. Thirty-  
one years principal of the Academy. Professor of Pedagogy,  
Northwestern University.

HELEN CHURCH—Office Stenographer.

FLORENCE ALBERTA STOCKLEY—Office Secretary.

## Departments and Instructors

### English

ISAAC MERTON COCHRAN—Instructor in English and Debating. A. B.,  
A. M. University of Michigan. Extensive experience as instructor in  
English, as public reader, and debate coach.

CLARA GRANT—Instructor in English. Ph. B. Northwestern Univer-  
sity. Phi Beta Kappa. Student at Oxford, England. Foreign travel.

FRANCES CHRISTINE RAWLINS—Instructor in English. A. B. Northwes-  
tern University. Phi Beta Kappa.

OSCAR EMMANUEL SWANSON—Instructor in English (and Mathematics).  
B. S. Extended experience in teaching and educational administration.  
Ex-President Wyoming State Teachers' Association. Member National  
Educational Association.

Throughout the English course of four years constant attention is given to the rudiments of English composition—spelling, punctuation, etc. Drill is given also in correct forms of commercial and social correspondence.

English (a)—In this three-hour course, Franklin's *Autobiography*, Dickens' *A Christmas Carol*, Palmer's *The Odyssey of Homer*, Irving's *The Sketch Book*, and Shakespeare's *A Midsummer Night's Dream* are carefully read and discussed. Gayley's *Classic Myths in English Literature* is studied in connection with *The Odyssey*. Supplementary reading may be selected from the novels of Dickens and Stevenson and from Longfellow's *Tales of a Wayside Inn*.

Throughout the year composition, oral and written, is emphasized; attention is paid to paragraph and sentence construction, to thought analysis, and especially to the securing of interest in the matter treated. At least one theme a week is required. Opportunity is freely given for personal conference between student and instructor, and every facility is offered for practice and improvement in the effective use of English.

English (b)—In this two-hour course, one hour each week is devoted to rhetoric and theme writing; the other hour is given to the close study of several



# EVANSTON ACADEMY

English classics, including Scott's *Lady of the Lake*, Arnold's *Sohrab and Rustum*, Hawthorne's *Twice-Told Tales*, Shakespeare's *The Merchant of Venice*. Further selection may be made from the following list: Scott's *Ivanhoe* and *Quentin Durward*, Hawthorne's *The House of the Seven Gables*, Blackmore's *Lorna Doone*, Webster's *The First Bunker Hill Oration*, and Shakespeare's *Twelfth Night*.

The composition work is intended to give the student a thorough drill in all matters of rule, and in the written and oral expression of thought with clearness, force, and some degree of elegance. This course includes personal conference with the instructor concerning written work.

English (c)—In this course the study of composition is based upon Brooks and Hubbard's *Composition and Rhetoric*. One formal theme a week is required, supplemented by other written work, to be corrected in conference with the instructor. The reading of themes in class, with oral criticism and general discussion, is frequent.

From the list of college entrance requirements, the following masterpieces have been selected for critical study: Shakespeare's *Julius Caesar*, *The Sir Roger de Coverley Papers*, Pope's *The Rape of the Lock*, Coleridge's *The Rime of the Ancient Mariner*, George Eliot's *Silas Marner*, Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*, Irving's *Life of Goldsmith* and Lowell's *The Vision of Sir Launfal*. Pancoast's *Introduction to English Literature*, or a similar text-book, is used throughout the year for a study of different periods represented by the classics read.

Other classics are chosen for general reading, certain recitation periods being given to each in addition to outside work; the choice is made from the following list and regularly includes more than half: Shakespeare's *As you Like It*, Dryden's *Mac Flecknoe*, Macaulay's *Life of Johnson*, Gray's *Elegy*, Goldsmith's *The Deserted Village*, *The Vicar of Wakefield*, and *She Stoops to Conquer*, Irving's *Life of Goldsmith*, George Eliot's *Adam Bede*, Mrs. Gaskell's *Cranford*, and Thackeray's *Henry Esmond*.

English (d)—In this course theme writing is emphasized; two written articles a week are required, one of which is a formal theme and is corrected in accordance with the criticisms of the instructor, in personal conference. A portion of the time is given to the practical study of punctuation, rhetorical principles, and the character of the English vocabulary. Some of the more important facts in the history of the English language are learned through outside reading, reports, lectures, and class discussions. All these different phases of work are given in connection with the study of the required classics, which is accompanied by work in some such manual as Pancoast's *Introduction to English Literature*. The classics studied are Shakespeare's *Macbeth*, Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*, Burke's *Speech on Conciliation*, Carlyle's *Heroes and Hero Worship*, and De Quincey's *Joan of Arc* and *The English Mail Coach*. In addition to this work, a chronological study of English poetry is made, the students being required to present written reports on definite poetic periods or on certain poems of each of the prominent poets. For this work, Pancoast's *Standard English Poems* is used as a text.

For supplementary reading, selections are made from the following list: Chaucer's *Prologue to the Canterbury Tales*, Spenser's *Faerie Queen*, Carlyle's



# NORTHWESTERN UNIVERSITY

*Essay on Burns, Washington's Farewell Address, Macaulay's Essays, Bacon's Essays, Emerson's Essays, selected poems from Browning, and selected novels of Eliot, Dickens and Thackeray.*

## German

GEORGE ORIN SCHRYVER—Instructor in German. A. B., Cornell University. Student at Heidelberg and Berlin. Assistant in German, Northwestern University, 1907-8.

German (a)—Pronunciation, the memorizing and use of easy, colloquial sentences; abundant exercises based on Kayser and Montesper's Brief German Course. Reading of graduated selections, Guerber's *Märchen und Erzählungen*, Heyse's *L'Arrabbiata*, Wilhelmi's *Einer Muss Heiraten*, Baumbach's *Nicotiana*, Bendix's *Eigensinn*.

German (b)—Grammar and composition; Reading of easy stories and plays; Conversation, Kayser and Montesper's Brief German Course completed; Bernhardt's German Prose Composition, Grimm's *Kinder und Hausmärchen*, Storm's *Immensee* and *In St. Fjergen*, Schiller's *Das Lied von der Glocke* and *Wilhelm Tell*, Moser's *Der Bibliothekar*, and Baumbach's *Der Schwiegersohn*.

German (c)—Lessing's *Minna von Barnhelm* and *Emilia Galotti*, German lyrics and ballads, Schiller's *Maria Stuart*, Goethe's *Hermann und Dorothea*.

## French

HELEN A. S. DICKINSON—Instructor in French (and German). M. A. Queen's University, Canada; Ph. D. *summa cum laude*, Heidelberg, Germany. Student at Sorbonne, Paris.

It is recommended that usually pupils begin this study after the completion of the first year or the first two years of Latin.

French (a)—French grammar based on Béziat de Bordes' Elements of French; Guerber's *Contes et Legendes*, Vol. 1; Aldrich and Foster's Reader; *La Bedolliere*, *La Mère Michel et son Chat*; Labiche et Martin, *La Poudre aux Yeux*.

Sight reading of easy stories. Conversation and composition based on Bacon's *Une Semaine à Paris*.

French (b)—Grammar based on Fraser and Squair's French Grammar. Composition, conversation. Bacon's *Une Semaine à Paris*. Reading of French texts as Dumas' *Monte Christo (Chateau d' If)*; Guy de Maupassant, *Huit Contes Choisis* (White); Victor Hugo, *La Chute*; Molière, *L'Avare* and *Le Bourgeois Gentilhomme*; George Sand, *Marianne*; Sandeau, *Mademoiselle de la Seglière*. Sight reading of easy French stories and of plays presented by the Alliance Française of Chicago, short themes based mainly on the texts read.

French (c)—Advanced grammar and composition. Girardin's *La Joie fait Peur*; Scribe's *Les Doigts de Fée*; Coppée's *On rend l' Argent*; Freeborn's *Contes de Daudet*; Pailleron's *Le Monde où l' on s' Ennuie*; White's *Contes de Maupassant*; Victor Hugo's *Quatre-Vingt Treize* and *Hernani*; Canfield's *French Lyrics*; Coppée's *Le Pater*. Private reading: Cameron's *Selections from Loti*; Hennequin's *Lessons in Idiomatic French*. Essays.

## Spanish

Approved students who have completed two years in Latin or French may be admitted to classes in Spanish. Details regarding the course will be given by the principal. A special fee may be required.

# EVANSTON ACADEMY

## Latin

ADA TOWNSEND—Instructor in Latin. A. B., A. M. Northwestern University. Phi Beta Kappa. Fellow in Latin, Northwestern University. Foreign travel.

JANE NEILL SCOTT—Instructor in Latin (and Greek). A. B., A. M. Northwestern University. Phi Beta Kappa.

FLORENCE ALBERTA STOCKLEY—Instructor in Latin. A. B. Northwestern University. Phi Beta Kappa.

A course of four years in Latin is provided as follows:

(a) *First semester*—Collar and Daniell's First year Latin, Lessons I to XLVI. Drill in pronunciation and forms with daily written exercises in Latin.

*Second semester*—Ritchie's *Fabulae Faciles*, forty pages of connected Latin reading. Continued drill in pronunciation and forms, syntax developed gradually by means of daily written exercises in retranslation.

(b) Greenough, D'Ooge and Daniell's Second Year Latin, with daily exercises in Latin composition, including a thorough drill in forms.

(c) D'Ooge's Cicero; six orations, including the "Manilian Law"; review of forms; D'Ooge's Latin Composition, oral and written, forms the basis for daily work in prose extending over the greater part of the year. Allen and Greenough's Grammar is used in both (b) and (c). Ovid's *Metamorphoses*.

(d) Knapp's Vergil, six books of the Aeneid, with practice in sight reading, derivation, word formation and review of forms. D'Ooge's Latin Composition, Exercises for Senior Review, weekly.

In Latin composition throughout the course, each pupil is required to correct his own written exercise which is returned to him by the instructor with errors indicated.

Students who desire to enter advanced classes in Latin, but who are found to have insufficient knowledge of the elementary principles of construction and to lack facility in composition, will be required to review their work. Those who enter (c) or (d) without Latin composition will be required to make good the deficiency by regular classwork under a teacher.

## Greek

JOHN ADAMS SCOTT—Professor of Greek. A. B. Northwestern University; Ph. D. Johns Hopkins University. Phi Beta Kappa. Foreign study and travel. Professor of Greek, Northwestern University.

JANE NEILL SCOTT—Instructor in Greek (and Latin). A. B., A. M., Northwestern University. Phi Beta Kappa.

The course in Greek is the three-year course required for admission to most colleges. The work is arranged as follows: First year, White's First Greek Book and Gleason's Story of Cyrus; second year, Anabasis, books I, II, III, IV; third year, eighteen hundred lines of the Iliad. About eighty lessons are given to Greek composition. Careful drill in inflection and syntax are given in connection with the work of each year.

# NORTHWESTERN UNIVERSITY

## Mathematics

RAYMOND ROYCE HITCHCOCK—Instructor in Mathematics. A. B. University of Wisconsin. Phi Beta Kappa. Instructor in Mathematics, University of Wisconsin, 1906-7.

LLOYD CLINTON HOLSINGER—Instructor in Mathematics. A. B., University of Michigan. Sigma Xi.

Before entering the Academy students should be proficient in arithmetic, especially in fractions, percentage and the metric system.

(a) Algebra. The first year course in algebra includes the subjects as outlined in the best text books through quadratics.

The subjects of graphs is treated so as to illustrate the subject of simultaneous simple equations, and also with reference to its application in the physical sciences.

(b) The second year is given to plane geometry, four recitations a week throughout the year. Five books of the subject are covered.

(c1) In higher algebra a review is given of the more difficult parts covered in the first year's work. In addition, the class pursues the subjects, quadratics, ratio and proportion, progressions, the binomial theorem, and logarithms.

(c2) The student may elect either solid geometry or plane trigonometry.

Course (c1) must precede course (c2) or be taken simultaneously with it.

(d) A four-hour course in college algebra is offered in each semester.

## Physics

OLIN DAVID PARSONS—Instructor in Physics. E. E., Syracuse University. Tau Beta Pi. (Engineering.)

The work in physics is open to third and fourth year students. Those who enter upon it should have a working knowledge of the metric system, and of the elements of algebra and plane geometry. The course includes a study of plane motion, and of the elements of dynamics. Especial attention is given to wave motion as a basis for the study of sound, heat, electricity, and light, which are taken up in the order given. Students are expected to perform about sixty experiments, mostly quantitative, which are carefully reported in a notebook to be submitted to the instructor for criticism. The plotting of curves to show the relation between the physical quantities involved is made a prominent feature of laboratory work. The study of electricity occupies one-fourth the time of the entire course, and is practical in every detail. Three hours a week are given to recitations and two two-hour periods to laboratory work.

## Chemistry

ABRAM VAN EPS YOUNG—Professor of Chemistry. Ph.B. University of Michigan. Graduate student and fellow in chemistry, Johns Hopkins University; assistant in chemistry, Harvard University. Professor of Chemistry, Northwestern University.

A course in general chemistry is offered in the fourth year of the Academy course, especially for students who require this subject for preparation for college or engineering school. At least five hours each week are spent in the laboratory. Other hours are reserved for lectures. The latter part of the course presents an introduction to quantitative analysis. The text-book used is Young's Elements of Chemistry.

The course in chemistry is recommended for all students preparing for scientific work and especially for those who expect to enter engineering or the



# EVANSTON ACADEMY

medical profession. The equipment of the laboratory is thoroughly adequate.

The student preserves the results of his experiments in a notebook, which is submitted to the instructor for criticism.

## Biology

LEWIS HART WELD—Instructor in Biology. A.B. University of Rochester; A.M. University of Michigan. Graduate student at Cornell University. Phi Beta Kappa. Member of American Association for Advancement of Science.

## Botany

Three hours of recitation and two two-hour periods of laboratory work a week are required through the year. Bergen's Foundations of Botany is used as a text. The work consists of recitations, informal talks, reference reading and the preparation of short papers, together with the detailed examination of material in the laboratory and the making of careful laboratory notes and drawings. Whenever possible, knowledge of the life processes of plants is arrived at by means of experiment, these experiments being performed by one or two students for the benefit of the whole class. About thirty such experiments are performed during each semester. Aside from the cultural value of the botanical information and the training in actual observation and clear statement, one aim of the course is to point out the many practical applications of botany and general biological principles to the affairs of every day life.

The first semester deals with the individual plant. The following topics are considered: the morphology and germination of seeds, chemical contents of seeds, foods, structure and functions of roots, soils, buds, winter twigs, types of stems and microscopic structure of simple two stems.

The second semester deals with the structure and function of leaves, photosynthesis, the supply of nitrogen, and then passes to a rapid survey of the whole plant kingdom. About two weeks are spent on bacteria and their relation to decay, disease, and their beneficial rôle in the various industries. Representative species are studied in the fungi (especially those of economic importance, such as the rusts and moulds). The life histories of liverwort, moss and fern introduce the idea of alterations of generations and the course concludes by tracing this idea up into the flowering plants.

The course may be entered at the beginning of either semester.

## Zoölogy

Two hours of recitation and four hours of laboratory work a week are required throughout the year. Four hours of field or museum work are thought to be equivalent to two hours of laboratory work. Linville and Kelly's Text-book in general Zoölogy is used. The method is much the same as in botany but much more reference reading on assigned topics is required. A knowledge of how to make use of the libraries and of how to do independent laboratory work is prerequisite to the course. The aim is to furnish an introduction to the study of animals, their structure, habits, and life histories. Attention is called to general biological principles and the larger questions which naturally arise in such a study. Its relation to human affairs is frequently emphasized so that the course may lay the foundation for a better understanding of human physiology or serve as a preparation for professional courses.

The work begins in the fall with the study of insects. In the winter the vertebrates are studied and in the spring the numerous invertebrate groups. Trips



# NORTHWESTERN UNIVERSITY

are usually made to the University and Field Museums and to the Academy of Sciences and collections of living animals in Lincoln Park.

It is expected that in the Academic year 1909-10 a new laboratory course in Physiology will be given. Fuller announcement of the course will be given in subsequent circulars.

Physiology

## History

CARLA FERN SARGENT—Instructor in history. A.B. Northwestern University; A.M. Cornell University. Phi Beta Kappa. Scholarship student at Cornell University. Foreign travel.

Instruction is offered in the history of Greece, Rome, Europe, England and the United States. The courses in Grecian and Roman history extend through one semester, each of the other courses through the year. The department requires frequent written exercises of a character intended to develop precision and judgment and facility in using books. Geography is emphasized in all courses, both outline and sketch maps being used. Selections from the sources are used constantly, as well as illustrative matter.

(a) *First semester*—Grecian History, with some preliminary study of oriental history. Five hours a week. Text books for 1908-1909: Botsford's History of Greece, Seignobos' History of Ancient Civilization. Source Material: Ulysses among the Phaeacians (Odyssey), Sophocles' Antigone, Aristotle's Athenian Constitution, Xenophon's Hellenica, the last three in excerpts, published in pamphlet form, edited by Professor Fling.

*Second semester*—Roman History. Five hours a week. Text-book for 1908-1909: Botsford's History of Rome, Seignobos' History of Ancient Civilization. Source material: Munro's Source Book of Roman History. The courses in history (a) are offered every year.

(b) The history of Western Europe from the battle of Adrianople to the present. Four hours a week. Text-book 1908-1909: Robinson's History of Western Europe. Source Material: Robinson's Readings in European History, two-volume edition.

Course (b) is offered every year.

(c) The courses in this group are elective, and open only to third and fourth year students who have had (a) or (b), preferably both.

(c1) United States History. Given 1908-1909 and in alternate years. The course presupposes a knowledge of the main facts of the subject, such as is secured in a thorough course in the grade or grammar schools. A large amount of collateral reading is required, both in the sources and in secondary works. Reports on the reading and frequent papers on assigned subjects must be submitted. Four hours a week. Text-book for 1906-1907: Hart's Essentials in American History.

(c2) English History. Given 1907-1908 and in alternate years. The work of the course follows in general the same plan as in United States History. Four hours a week. Text-book 1907-1908: Andrews' History of England. Source material: Kendall's Source Book of English History.

For Civics and Industrial History see page 16.

# EVANSTON ACADEMY

## Mercantile Studies

HAROLD GLENN MOULTON—Instructor in commercial science. Ph.B., University of Chicago. Graduate student University of Chicago. Delta Sigma Rho (Oratorical).

### Bookkeeping

The course in Bookkeeping covers the entire year, five hours a week. Actual business forms will be used in all of the work so that the student may become familiar with drafts, notes, bills of sale, or mail orders. The work includes besides the ordinary single and double entry exercises, accounts of wholesale grocery, commission and shipping, wholesale dry goods, and corporations.

### Civics

*First Semester*—The first part of the work will be given to the study of the United States governmental system, with comparisons with the leading European governments. The latter part of the course will consist of a study of the government of Illinois. The growing importance of city government will also be emphasized. Much collateral reading will be required. Text-books for 1909-1910, Hart, Actual Government; Greene, Government of Illinois.

### Industrial History

*Second Semester*—The purpose of this course is to show the student the origin and development of our present industrial system and to give an understanding of the nature of the problems arising from our modern system. The chief emphasis will be placed upon the development in the United States. An important part of the work will consist of special reports by students upon assigned topics. Text-book for 1909-1910, Bogart, The Economic History of the United States.

### General Economics

*First Semester*—The aim of this course will be to give the student a broad outlook upon our industrial and political system. Some attention will be given to economic theories and principles, but the emphasis will be placed upon present problems, not with a view of finding solutions at once—that can be done only after more advanced study—but with the intention of obtaining an understanding of the nature of and reasons for the present industrial controversies and conflicts. Text-book for 1909-1910, Laughlin, Elements of Political Economy.

### Banking and Finance

*Second semester, 3 hours a week*—The principles of money and banking will be discussed with emphasis upon the functions of a bank in modern society. Commercial crises and panics will be discussed in relation to our banking system. Three weeks will be devoted to practical bank bookkeeping. Text-book for 1909-1910, Bolles' Money, Banking and Finance.

### Business Correspondence

*Second semester, 2 hours a week*—This work will consist in practice of writing business letters of all kinds. Text-book for 1909-1910, Sherwin Cody's How to do Business by Letter.

### Commercial Geography

*First semester*—The course in Commercial Geography aims to impress the student with the influence of geographic conditions upon man's development, the influence on civilization of various climates and resources, and to point out the future trade routes and trade possibilities, especially those of the United States. Text-book for 1909-1910, Adam's Commercial Geography.

# NORTHWESTERN UNIVERSITY

*Second semester*—The purpose of this course will be to give the student an understanding of the legal principles involved in commercial transactions, to enable him to avoid litigations when he becomes a business man. Text-book for 1909-1910, Huffcut's Elements of Business Law.

Commercial  
Law

Mechanical drawing is offered to enable the business student to secure some facility in simple drafting.

## Penmanship

AUBREY SHANNON MOORE—Assistant in penmanship. Thoroughly trained in commercial science and experienced bookkeeper.

Instruction is provided in penmanship during the first semester, three hours a week. A practical business hand is taught and constant exercise in good penmanship is required.

## Stenography and Typewriting

HELEN CHURCH—Instructor in Stenography. Experienced office stenographer and instructor in stenography.

The course in stenography is pursued throughout the year, four hours a week in class. The instruction is practical in every way. The course has been given for the special service of Academy and College students in note-taking or in self-support. In typewriting the touch method is used. Accuracy is the first consideration, but careful attention is given to the development of speed.

## Free Hand Drawing

The work in this department will be re-organized before the next academic year and full announcement of courses will be made in subsequent circulars.

## Mechanic Arts

GEORGE ERNEST STANFORD—Instructor in mechanical drawing and manual training. Experienced as a practical mechanic, contractor, and instructor in mechanic arts.

The work in mechanical drawing at first consists of line drawing and the construction of simple geometrical figures and designs to give the necessary knowledge of the instruments.

Later in the course considerable practice will be given in the construction of working drawings and more complex geometrical figures, with some attention to lettering and shading.

To the ordinary student the work is of benefit in the cultivation of habits of neatness and accuracy and in the expression of ideas in drawings. For the student who expects to take courses in engineering the mechanical drawing will provide a good foundation for later work in machine drawing. It is of considerable advantage to the student taking either the mechanical drawing or manual training to take the other also.

Mechanical  
Drawing

The object of manual training, as here taught, is not to fit a student to enter a mechanical trade, but to cultivate the geometric imagination, a habit of accurate

Manual  
Training



# EVANSTON ACADEMY

observation, and some degree of manual skill. To the student are given a block of wood and a drawing of a geometric form to be made from it. Just as the sculptor must see his figure in the marble while yet uncut, so the student before beginning work must be able clearly to imagine the required form in the block, and as he proceeds to develop it, he must remember and apply practical geometric tests in order to be sure that the form made is the one called for. In all work exact dimensions are prescribed and a degree of precision is insisted upon which insures a thorough understanding of each exercise and a proper use of tools.

## Pattern Making

For those students having completed mechanical drawing and having sufficient manual skill a class in wood pattern making will be formed. The purpose of this class is to further develop the student in the use of tools and reading working drawings. This study serves as an excellent introduction to metal work which should follow later.

## Metal Work

It is the purpose of this department to give the student some experience in recognizing the common metals both in their rough and finished state, also in the use of the tools used in modern machine shop methods and practice.

## Music

Classes for instruction in the rudiments of music and in sight reading (vocal) are held in Music Hall. A fee of \$1.50 a quarter is charged, and the classes meet for half-hour periods. Academy students have the privilege of attending the numerous faculty and students' recitals at the School of Music free of charge. Further opportunity for advancement in music is offered by the Evanston Musical Club. A fair voice and a rudimentary knowledge of music are the requirements for admission, and a small fee is charged. To those desirous of paying more particular attention to the study of music, the School of Music provides extensive courses in voice, piano, organ and orchestral instruments, as well as in harmony, musical history, counterpoint, composition, etc. For full details see circular of the School of Music.

## The Literary Musical Course

A course of literature and music, to be distinguished by an appropriate diploma may be arranged in which music shall take the place of four units of the usual requirements. (See page 20.) Music (preferably piano) to be thus accepted is to be pursued continuously and satisfactorily for four years, requiring two lessons a week and not less than two hours a day of study and practice. Students in this course pay the Academy tuition of \$72.00 per annum. They will pay also for their music tuition according to the "Special Student Fees" charged in the Music School, minus a rebate of \$20.00 per annum. Students who pursue this course will need to take at least one year more of work in the Academy to fulfil all the requirements for *entrance to college*, music not being accepted in the usual program for college preparation.



# NORTHWESTERN UNIVERSITY

## Courses of Study

### The General College Preparatory Course

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Mathematics (a) 3 Latin (a) 4 Botany	1 English (b) 2 Mathematics (b) 3 Latin (b) 4 History (a)	1 English (c) 2 Latin (c), French, German or Greek (a) <i>Two of the following:</i> History (b), (c), Zo- ölogy, Physics, Second foreign language	1 English (d) 2 Mathematics (c) 3 Latin (d), Greek, French or German (b) <i>One of the following:</i> History (b), (c), Zo- ölogy, Physics, Chem- istry, second language

### Course Suggested in Preparation for the Study of Medicine, Pharmacy or Dentistry

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Latin (a) 3 Botany 4 Mathematics (a)	1 English (b) 2 Latin (b) 3 Zoölogy 4 Mathematics (b)	1 English (c) 2 German (a) 3 Physics 4 History (a)	1 English (d) 2 German (b) 3 Chemistry 4 Mathematics (c)

### Course Recommended for the Study of Law

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Latin (a) 3 Botany 4 Mathematics (a)	1 English (b) 2 Latin (b) 3 History (a) 4 Mathematics (b)	1 English (c) 2 German or French (a) 3 History (b) 4 An elective	1 English (d) 2 German or French (b) 3 History (c) 4 Mathematics (c)

### Required Course in Preparation for the Study of Engineering

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Latin or French (a) 3 Shop work and Me- chanical Drawing 4 Mathematics (a)	1 English (b) 2 Latin or French (b) 3 History (a) 4 Mathematics (b) 5 Shop Work and Me- chanical Drawing	1 English (c) 2 German (a) 3 Physics 4 Mathematics (a)	1 English (d) 2 German (b) 3 Chemistry 4 Mathematics (d)

### Course Preparing for Business

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Mathematics (a) 3 Latin, French (a) or Spanish 4 Shorthand and Type- writing 5 Penmanship	1 English (b) 2 Mathematics (b) 3 Foreign Language continued 4 Bookkeeping 5 Mechanical Drawing	1 English (c) 2 German (a) 3 Civics (I), Industrial History (II) 4 Commercial Geogra- phy (I), Commercial Law (II) 5 Stenography reviewed	1 English (d) 2 German (b) or a science 3 History, English or American 4 (I) Economics, and (II) Elementary bank- ing and finance

# EVANSTON ACADEMY

## Graduation

Students completing the course of study in the Academy are admitted on certificate to the College of Liberal Arts of Northwestern University. As the requirements of the universities of higher grade are approximately equivalent, certificates of the Academy are accepted as well at any of the colleges of the Middle West and at a number of the Eastern institutions. The principal and a special committee of the Academy faculty give attention to the registration of students intending to enter college or technical school, so that preparation may be made to the best advantage.

The School is a member of the North Central Association of Colleges and Secondary Schools which adjusts the standards of work in the institutions of better grade in the Middle West.

Fifteen units of work are required for graduation with diploma. A "unit" is equivalent to a year's work in any one subject with recitations four or five times a week. If the student has a condition in his work amounting to not more than one unit he will be entitled to a *certificate of graduation* and will be recommended for registration as a college student.

## Requirements for Graduation

- (1) All units included in Group A. (See below.)
- (2) Four units from Group B.
- (3) Three and one-half additional units from Group B or C.

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### GROUP A

1. *English Language*, and 2. *Literature*—a four-year course.
  3. *Mathematics*—algebra, through ratio and proportion, the progressions; binomial theorem and logarithms; plane geometry; solid geometry or plane trigonometry.
  4. *History*—A one-year course—preferably Greek and Roman history.
  5. *Laboratory Science*—one year, preferably physics.
- 

### GROUP B

- |     |               |     |
|-----|---------------|-----|
| 8.  | <i>Greek</i>  | (a) |
| 9.  | <i>Greek</i>  | (b) |
| 10. | <i>Greek</i>  | (c) |
| 11. | <i>Latin</i>  | (a) |
| 12. | <i>Latin</i>  | (b) |
| 13. | <i>Latin</i>  | (c) |
| 14. | <i>Latin</i>  | (d) |
| 15. | <i>French</i> | (a) |
| 16. | <i>French</i> | (b) |
| 17. | <i>French</i> | (c) |
| 18. | <i>German</i> | (a) |
| 19. | <i>German</i> | (b) |
| 20. | <i>German</i> | (c) |

### GROUP C

21. *Solid geometry*
  - 21a. *College algebra and plane trigonometry*
  22. *Physiography*
  23. *Biology*,  $\frac{1}{2}$  year each of *Botany* and *Zoology*
  24. *Botany*
  25. *Zoology*
  - 25a. *Physiology*
  26. *Chemistry*
  27. *Mediaeval and modern European history*
  28. *English history*
  29. *American history*
  - 29a. *Civil government and industrial history*
  30. *Economics*
  - 30a. *Manual training and mechanical drawing*
  - 30b. *Bookkeeping*
  - 30c. *Commercial geography and law*
  - 30d. *Stenography and typewriting*
- 

NOTE—A single unit of any language will be accepted for college entrance only on condition that the candidate shall continue the study of that language through a second year. All the units in Groups B and C, except solid geometry and physiology are full year courses.

In the course in literature and music (see page 18) distinguished by an appropriate diploma, music is substituted for any four units of the above requirements except English.

# NORTHWESTERN UNIVERSITY

The Academy fosters the moral and religious life of its students, and to this end encourages association in various forms of endeavor, looking to the social well-being of the student community.

The Academy Christian League is energetic in those activities that pertain to such institutions and contributes largely to the highest interests of the school in assimilating new students, cultivating social relations, and in providing religious services that continue at school the religious activities pursued by many of the students at their homes. Several courses in Bible study are open to all who desire to enter.

Attendance is required of all students at daily chapel exercises and at one church service on the Sabbath. The faculty endeavors to make the chapel service of interest and of practical usefulness to the school. The student on entering the Academy will register the church he chooses habitually to attend.

In all the religious life of the school the aim is to develop the noblest character, apart from sectarianism or any other divisive influence. The Academy purposes that all shall find in the school a congenial and helpful atmosphere.

The new church organ for Fisk Hall chapel will be in place by June 1st. It is to be built by Casavant Bros., of St. Hyacinthe, Quebec. The specifications call for a beautiful and most serviceable instrument.

Five literary societies have been formed in the academy—three for men, the Philomathia, Euphronia, and the Zetaethea; and two for the young women, the Illinae and Pieria. The meetings of these societies are controlled solely by the students and are conducted with dignity and profit. Special rooms have been set aside in the building for the use of these societies and have been attractively furnished and decorated. The meetings of the societies are held weekly and give the members discipline in thought, debate, public address, parliamentary law, and the conduct of business. While membership in these societies is by election, it is required by the school that any student who is interested in the work done by the societies shall have the opportunity for this culture in affiliation with one or another of these organizations.

The school endeavors to stimulate in the literary societies the highest degree of efficiency, and to further in the school the interests of debating, oratory and declamation. A regular course in debating and oratory is given under expert instruction.

Every year the school participates in dual or triangular debate with other academies. In the year 1908-9 the league was composed of Wisconsin Academy, Lake Forest and Evanston Academy.

The Interacademic Oratorical League was organized in December, 1904. Its members are Lake Forest Academy, Elgin Academy, Grand Prairie Seminary of Onarga, Morgan Park Academy, Culver Military Academy and Evanston Academy.

A local prize oratorical contest is held at the Academy in April and the winner of the first prize is appointed to represent the school at the Interacademic contest.

The third annual declamation contest for the Foster prize will be held in May, 1909. Mr. George A. Foster, of the class of '81, Northwestern University, pro-

Moral  
and  
Religious  
Culture

Literary  
Societies

Debating,  
Oratory  
and  
Declamation



# EVANSTON ACADEMY

vides first, second, and third prizes of twenty-five dollars, ten dollars, and five dollars respectively.

It is required of all students who represent the school in any public contest that their general scholarship be of satisfactory grade. Information regarding the regulations governing interacademic debating and oratory, and regarding the local contests in oratory and declamation may be obtained at the principal's office.

## Prizes

During the past year prizes have been offered as follows:

**THE FOSTER PRIZE**—Mr. George A. Foster, A. B., of the class of '81, Northwestern University, has provided prizes of twenty-five dollars, ten dollars and five dollars to the three students receiving first, second and third places respectively in the annual declamation contest.

**THE ORATORICAL PRIZE**—A friend of the Academy has given two prizes, one of twenty dollars and another of ten dollars, to those students who in the annual oratorical contest of the literary societies of the school secure first and second place, respectively.

## Gymnasium and Athletics

The Academy encourages gymnasium practice and athletics on principle. Not only is the physical constitution developed and kept in tone by well directed athletic exercise, but for boys, especially of academic age, they stimulate the moral sentiments of honor, self-control, obedience, perseverance and subordination of the individual to the group. In a peculiar way athletics under proper control prepare a young man for his duties to the community and the state. The new gymnasium of Northwestern University, open to all Academy students is the largest in the United States and is intended to be the most complete. Opportunity is given for all forms of ordinary gymnasium work, together with unusual provision for in-door discipline in track and other athletics. (See page 6.) Each student upon entering gymnasium classes is thoroughly examined physically, and his health, strength, muscular development, physical defects, etc. are carefully noted. From these data a special course of exercises, based on scientific principles, is prescribed to meet his individual needs.

It is the purpose of the instructors to offer to each student such advice and prescribe such exercise as will give increased health, strength, and symmetry of body.

It is the aim of the school to encourage manly sport, to maintain it at low expense, to inspire in the students who participate in it noble ideals of conduct, and to direct the sport into the most salutary channels.

Students have access to the new Northwestern Field, an athletic ground not excelled in the Middle West for its commodiousness and the completeness of its appointments.

The Athletic Association of the University has built and maintains tennis courts, two of which are set apart for the exclusive use of the Academy students who pay a small fee for the privileges of the Association.



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All athletics are under the direct supervision of the Academy faculty and the Academy Athletic Association, composed of students and faculty.

No student may take part in any interacademic athletic contest without the approval in writing of the principal of the Academy.

No club or athletic association is permitted to play or compete with professionals.

No student will be permitted to participate in any interacademic contest who is found to be delinquent in his studies.

The Academy regards the health of its students as a main consideration. The school is fortunate in its situation in a suburban city with all the advantages, sanitary and otherwise, of a modern city. The water supply is abundant and healthful. The city is almost without manufacturing industries so that the air is free from smoke and other impurities. The City's Board of Health is most efficiently administered. There are many miles of well laid walks that make exercise a pleasure. The Academy building and the dormitories are evenly and thoroughly heated by steam. Recitation rooms for the most part have a southern exposure. The nervous strain of class work is reduced to a minimum by the ten minute intermission for relaxation between recitations, by blackboards of roughened surface tinted green on which talc crayon and dustless erasers are used. Unusual precautions have been adopted to secure safety in case of fire. Provision is made for health talks to young men and women assembled separately, discussing especially the hygiene of the life of the student. In the event of serious illness a resident of Evanston has access to the best medical and surgical skill. Northwestern University has arranged with the Evanston Hospital, one of the best in the state, for the care of students who may be seriously ill. The hospital is complete and modern in all its appointments. On advice of the physician, the principal of the Academy arranges for the transfer of the student to the hospital, notifying the parent or guardian or the action taken. Most gratifying results have attended the use of the hospital by the University. It may be of interest to note that the two beds in the hospital subsidized by the University are not occupied one-half of the year, though there are many hundreds of students in the College, Academy and School of Music.

## Health

Many students in Evanston and vicinity find the arrangement of the hours of Academy classes especially convenient. The recitations are grouped as far as possible in the morning from eight o'clock to ten minutes past twelve. This adjustment makes it possible for most students to be at home for lunch. The afternoon if not used for laboratory work at the school is left free for study and recreation.

## Day Students

Evanston is well provided with excellent restaurants easily accessible to those students who live quite a distance from the school but have afternoon class appointments. Adequate time is allowed for lunch.

When students are not engaged in classwork they are required to use their time in the Library of the school. This room is large, well-lighted and tastefully decorated. A good working reference library is at the service of students. Throughout the morning hours the Library is under the supervision of a monitor.

## Study Room

# EVANSTON ACADEMY

## Student Publications

The students of the Academy publish *The Academician*, a bi-weekly school organ, and *The Bear*, an illustrated annual, both creditable reflections of the life of the school.

## Alpha Delta Tau

In June 1907 a chapter of Alpha Delta Tau was formed in the Academy. This organization corresponds in secondary schools to Phi Beta Kappa in universities. Thus far the fraternity is open only to young men and election to it is determined by excellence in scholarship and by nobility of character. It is the highest honor that can be awarded to a young man at graduation. The fraternity is not a social organization and is open only to graduates of the school.

Chapters of the fraternity have been organized in Jacob Tome Institute, Phillips Exeter Academy, Phillips Andover Academy, Evanston Academy, Penn Charter School, Centenary Collegiate Institute, and Brooklyn Polytechnic Institute.

## Expenses

Regular tuition in advance, full semester . . . . .	\$36.00
For sons and daughters of ministers, and students preparing for the ministry, properly recommended, in advance . . . . .	27.00
Laboratory deposit for chemistry, subject to refund, a semester . . . . .	7.50
Fee covering athletics and other school enterprises, payable by <i>all</i> students, a semester . . . . .	1.00
Locker fee, per annum, (25 cents being returned on deposit of locker key) . . . . .	.50

Payment is required at the beginning of the semester. Checks in payment of bills should be drawn to the order of Northwestern University. To avoid the expense of exchange charged by the Chicago Clearing House Association on checks drawn on banks outside of that association, it is suggested that checks in payment of Academy bills be drafts on Chicago banks. No tuition fee will be refunded except in case of illness. In this event the student will procure from the principal of the Academy an excuse from attendance, and also, from a physician, a certificate of the inability of the student to remain in school, in which case one-half the tuition fee will be refunded if the student cancel his registration before the middle of the semester.

## Living Expenses

Students are required to engage accommodations provided for them in the several halls for young women and in Hatfield House, the dormitory for boys, so long as these accommodations are available. The fees for these halls are announced in paragraphs in this catalogue entitled "Residence of Young Women" page 26, and "Hatfield House," see below.

## Hatfield House

### The Academy Dormitory for Young Men

## Residence of Young Men

The Academy is indebted to Mr. James A. Patten, of Evanston, for equipping this dormitory for the school. The building was originally constructed from funds secured by the Rev. Robert M. Hatfield, D.D., whose devotion to the University is recognized in the name given to the edifice.

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Hatfield House is situated on Sheridan Road, the favorite pleasure drive to the north of Chicago and Evanston, facing the University Library and tennis courts, one block from Lake Michigan, and five minutes' walk from Fisk Hall, where the recitations of the school are conducted. The site is most healthful and attractive.

The house is a brick structure three and one half stories in height, accommodating about thirty students. The building is modern in its appointments. It is heated by steam, lighted by electricity, equipped with a large and efficient filter to insure the purity of the drinking water, with shower baths and the best type of lavatories on each floor. The ventilation is excellent. Fire escapes and apparatus are modern in character and are adequate in quantity. The dining service will be adjusted to the special needs of students for wholesomeness and variety of diet. An attractive parlor or living room gives domesticity to the house.

The students' rooms are usually single, or in suites of three,—separate sleeping rooms and closets with combination study for two students. All the rooms are well lighted, have high ceilings, and are provided with the usual furniture of a student's room. The House has telephone connection with the lines of the Chicago (The Bell) Telephone Company (Evanston, No. 538).

The New University gymnasium, open to all Academy students, is a stone's throw from Hatfield House.

The house is under the general supervision of the Matron and of the House Master, a member of the Academy faculty. The latter endeavors to serve the resident students through friendly association and counsel. The regulations governing the House are as few as will secure to students the proper direction of their time and energy as members of the school. Regular study hours are appointed. The use of tobacco in any form is not permitted in the house.

The house will be opened for the school year on Monday of registration week in September, the first meal being served Tuesday noon. A few articles that are personal to each student should be brought from home: napkin ring, two laundry bags, sofa pillows, and other room decorations. Baggage should be marked with the owner's name and "Hatfield House," University Campus, Evanston, Illinois. The Academy reserves the right to assign rooms to students or to revise assignments in the interest of the house. New applicants will be required to present certificates of character and of work done in other schools before assignments of rooms will be made. Applicants for rooms are responsible for them for the full academic year, but should illness or other event beyond the student's control necessitate his withdrawal before the end of the semester, the House will divide the loss with the student. One-half the annual fee is payable on or before Saturday of registration week in September and the balance by the first Saturday of the second semester in February.

As the accommodations of Hatfield House are very limited, early application should be made for rooms. Students desiring assignments after all rooms are taken will have their names placed on a "waiting list," will be assisted to secure good accommodations with responsible householders in town, and will be admitted to Hatfield as soon as there are vacancies.



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The Academy publishes a special circular showing the floor plans of the House with prices for rooms and giving further details regarding the dormitory. This circular will be sent on application to the principal.

Residence in the house will do much to secure for its occupants the advantages of regularity in study with consequent benefits in classwork; such a knowledge on the part of the faculty of the student's daily life and tastes as will enable the school to do all possible for his welfare; helpful association with others who have similar aims, with the establishment of friendships that will remain through life; the stimulus and guidance that may be given by the House Master in relations with the students.

Academy young men rooming "in town" are expected to conduct themselves with due regard to their own best interests as well as to those of the school. Reports are made by householders on blanks supplied by the Academy office. Information is required regarding the student's habits of study, his orderliness about the house, frequency of visitors during study hours, absence from town, church attendance, removals, and any other matter requiring the attention of the principal. This system has disclosed a condition of orderliness and industry among the students. The school will be prepared at any time to make report to parents or guardians if students are not making proper use of their time and privileges at the school.

In private residences in Evanston board may be had in clubs for \$3.00 to \$4.00 a week. Room rent costs from 75 cents a week to \$1.50 for each occupant, usually two in a room. Board with room in families costs \$5.00 to \$7.00 a week. Evanston is equipped with restaurants where wholesome food is served at reasonable rates.

## Residence of Young Women

Young women attending the Academy and not residing in their own homes are under the general supervision of the Dean of Women of the University.

Those who are unable to secure accommodations in the women's dormitories are required to ask permission to room elsewhere, using blanks that will be furnished for this purpose. The consent of the principal should be obtained before rooms are engaged. Young women and young men are required to room in separate boarding houses.

The Academy faculty makes a careful examination of the homes in Evanston that wish to receive young women students and consent is given to engage accommodations only in homes whose character is known and approved. The school will require frequent reports from the householders regarding the general life of the students residing with them.

The character of these Evanston homes and the tone of the young women coming to the Academy are such that parents may have confidence in the provision made for their daughters.

## Women's Dormitories

Mostly for  
College  
Women

*Willard Hall*, the largest of the three women's dormitories, is under the immediate oversight of the Dean of Women, who lives in the building and associates with the residents as a friend and adviser.

Academy students may be admitted to Willard Hall if there are vacancies at the opening of the year, but this hall is reserved primarily for the young women of the College of Liberal Arts.



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Correspondence regarding rooms in Willard Hall should be addressed Willard Hall, Evanston, Illinois.

*Pearsons and Chapin Halls.* For those young women who cannot meet the expenses of Willard Hall, provision is made at Pearsons and Chapin Halls up to the limit of their accommodations. The last two named are in charge of an association of ladies, incorporated as the Woman's Educational Aid Association, who canvass the claims of all applicants for admission, and have a friendly supervision of them while in school. Applicants must not be less than *seventeen* years of age. Pearsons and Chapin Halls are convenient and well-furnished homes, and afford accommodations for about sixty students each. The lighter household work is done by the young women, under the charge of a competent matron.

Board for the school year will be \$125.00, payable in equal quarterly installments at the beginning and middle of each semester. This amount covers furnished room, light, fuel, and the washing of a dozen plain pieces a week—each young woman does her own ironing.

For admission to Pearsons or Chapin Hall, address Corresponding Secretary of Woman's Educational Aid Association, Evanston, Illinois. A deposit of five dollars is required when the application is filed. *It is advisable to address the Secretary by the December preceding the September in which the student expects to enter.*

A few students are aided every year by small loans, not exceeding in any case fifty dollars in one year, from the funds of the Board of Education of the Methodist Episcopal Church. These loans are made to young men or young women who are members of the Methodist Episcopal Church. They are payable within two years after the end of the student's school life.

Loan Funds

A fund called the Student's Loan Fund is administered by the faculty of the University *through its Committee on Loan Funds.* From this fund loans are made to deserving Academy students (without regard to denominational affiliation) for temporary relief in unexpected emergencies. These loans are always payable not later than the opening of the following school year. Information regarding the place and times at which the Committee will receive applications for loans will be furnished by the principal of the Academy.

In the summer of 1909 the Academy will offer selected courses that will give the same credit as courses taken in the regular academic year. It is probable that there will be courses in advanced mathematics, French, German, Latin, English, and history, and possibly also in out-door science, photography and other subjects. The work of the summer school will be intensive. The course will occupy six weeks, five days to the week. No student will register for more than two courses unless the work is review work, and most students will be recommended to take but one course. The attempt will be made to complete the work of an ordinary semester in a six weeks' term. It is apparent, therefore, that the class work will be full and exacting and preparation must be correspondingly diligent and extensive.

The  
Summer  
School

The summer term will begin Monday, June 28th, closing August 6th. The fee for one course will be \$15, for two or more courses at the rate of \$12.50 a course.

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These summer courses are recommended for those who wish to complete their preparation for college in less than four calendar years, for those who may desire reviews for college entrance examinations, or for those who have conditions to be removed.

## Miscellaneous Information The School Year

The school year is divided into two semesters of two quarters each. The dates of opening, and closing, and of vacations, are stated in the calendar, page 2. Recitation hours are fifty minutes in length. Ten minutes' intermission is given between classes. Prompt and constant attendance is required at all class exercises. The first and last days of the term are of such special importance that only the most imperative reasons should require the absence of students at those times.

## Patronage of the School

The patrons of the school come from many states and foreign countries, yet it is a fact of interest that the Academy has a significant number of students from its own county, where it comes into intelligent comparison with free public schools that are among the best in the land. About one-half the total enrollment are students from Evanston and Chicago.

## Absences

No student is permitted to absent himself from any required exercise—recitation, chapel or church attendance, without accounting for this to the principal. Excuses for all absences are to be presented on printed blanks to be secured at the office, and should state definitely the date of each exercise from which excuse is desired. *Students living at home are required to bring from home written requests for excuse for absences.* Excuses should always, when practicable, be presented in person and before the absence occurs. When this is impossible, the student should present his written explanation on the first day he resumes his school work. Should illness or other cause necessitate an absence of several days, explanation should be sent to the office promptly by a friend, by mail or by telephone.

## The Office

It is the intention of the principal that the office shall not be solely a necessary piece of machinery. It is hoped that the students may resort to it for any service that it may render,—for advice concerning studies or daily life, for miscellaneous information,—in short, that it may serve as a clearing-house for all that concerns the student.

## Social Events

Social gatherings of Academy students are under the supervision of the University Committee on Social Life of Students, of which the principal of the Academy is a member. Request for such gatherings will be made of the principal, and should be made at least one week before the date appointed for the event. The request will give details as to time, place, chaperonage, character of the party, etc.

## Co-education in the Academy

Co-education in the Academy is in the judgment of the faculty on its most salutary basis. The number of young men in the school is three times that of the young women, but the latter are of such number and character as to command the respect of the former. Young men and women are associated in all the interests of the school; but the faculty discourages immoderate frequency of

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social events. Occasionally the general assembly of students or chapel session meets in two sections, the young women with the women teachers, the men with the men teachers. Topics are then discussed that are not so appropriately brought before the whole body of students.

No Academy student is permitted to establish or retain membership in any high school or academy fraternity, or to have social or other affiliations with any college fraternity. Students are required on registering in the Academy to subscribe to the following pledge:

Fraternities

I promise, without mental reservation, that I will have no connection whatsoever with any secret society, and will not be present at the meetings of any secret society so long as I am a member of Evanston Academy. In giving this pledge I understand that I hereby agree to hold myself aloof from the acceptance of social favors proceeding from any secret societies or provided in the interest of such societies, and to refrain from intimacies that would tend to develop my interest more with one fraternity than with another, or would give my acquaintances the impression that I am peculiarly intimate with the members of any fraternity.

## Summaries, September 1908, June 1909

	Men	Women	Total
Academy Students. ....	291	106	397
College Students in Academy classes.....	82	39	121
Music Students in Academy classes.....	6	17	23
Seminary Students in Academy classes. ....	43	...	43
	<hr/> 422	<hr/> 162	<hr/> 584

## Summary by States and Countries

Evanston .....	130
Cook County, outside of Evanston .....	180
Illinois .....	108
	<hr/> 418

Arizona..... 1	Michigan..... 15	Pennsylvania..... 1	Corea..... 2
California..... 2	Minnesota..... 12	Rhode Island..... 1	China..... 2
Colorado..... 1	Missouri..... 2	South Dakota..... 2	Denmark..... 1
Connecticut..... 1	Mississippi..... 2	Texas..... 3	Mexico..... 2
Delaware..... 1	Montana..... 4	Tennessee..... 1	Norway..... 1
Idaho..... 1	Nebraska..... 4	Utah..... 1	Panama..... 2
Indiana..... 12	New York..... 6	Virginia..... 2	Porto Rico..... 1
Indian Territory... 1	North Dakota..... 6	Washington..... 5	South America..... 2
Iowa..... 24	Ohio..... 5	Wisconsin..... 14	Sweden..... 10
Kansas..... 4	Oklahoma..... 1	Wyoming..... 1	Turkey..... 1
Kentucky..... 1	Oregon..... 2	Canada..... 2	Wales..... 1

Total.....584



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## Students 1908-1909

Aldrich, Benjamin [Mc.]	Bruns, Hugo Charles	Denton, Allen Eugene	Gilberg, Lester Emil	Hunter, W. C. H. Jr.
Aldrin, Axel Gottfried	Budlong, Kenneth J.	De Shazo, Susie L.	Gilkerson, Harry C.	Hyde, Ethel Claire
Allen, Alden S.	Bunch, John James	Deutsche, Ilda Eleanor	Gillies, Gordon C.	Irwin, Zella
Allen, Frances Lula	Bunch, Jesse William	De Vry, George B.	Goldberg, Berthold L.	James, Robert Evan
Allison, James Burton	Bunch, Worley Scott	Dickerson, Earl B.	Goldberg, Philip	Jennings, Elizabeth V.
Allison, Vivian Thomas	Burch, Arthur C.	Dishow, George	Goodman, Rebeka	Jennings, Elmer H.
Alsip, Ruth	Burdick, Earl Franklin	Dix, Jesse William	Goodrich, Hubert L.	Jensen, Peter F.
Alt, Edward Emmons	Burkhardt, William Z.	Dodge, Adiel Yeaman	Gould, Elsie Jane	Jerston, Theodore W.
Ambler, Frank Irvin	Bush, Rachel Duncan	Dodge, Hazel B.	Grabbe, Werner H.	Johnk, Frederick A.
Ames, Knowlton L. Jr.	Butcher, Mary E.	Dong, Sukkee	Gradle, Roy Searls	Johnson, Ada H.
Andrews, Elizabeth	Cady, Ruth	Dorner, Dorothy Alice	Graham, Arthur R.	Johnson, Charles E.
Andrews, Jerome E.	Cairns, Robert C.	Doud, Marie Louise	Graham, Dolliver W.	Johnson, John
Andrews, Jay Wayne	Campbell, Gertrude B.	Downey, Bradford	Graham, Robert H.	Johnson, John Fenton
Ankeny, Katharine D.	Campbell, William R.	Dunn, Harold Bruce	Grant, Addison W.	Johnson, Lucille M.
Apel, Paul Herrmann	Canfield, Wren M.	Dussair, John Carl	Graves, Nathaniel Van	Johnson, Marvin A.
Aspegren, Herman W.	Cantrall, Gertrude E.	Earl, Warren Zachary	Gray, William Jasper	Johnson, Merritt M.
Atchison, Hal	Carlson, Alfred W.	Eddingfield, Ruth H.	Greene, Percy Clark	Johnson, Oscar E.
Atwell, William J.	Carlson, Axel Felemon	Eddington, Grace B.	Greenwood, Robert C.	Jones, John Lewis
Bagshaw, Roy Boulton	Carlson, Charles A.	Edgeworth, Arthur L.	Griffin, Myra Florence	Jones, Lawrence M.
Bahng, Sakyem	Carlson, John	Elmer, Anna Elmira	Grund, Anita Marion	Jones, Thomas Z.
Bailey, Addie May	Carroll, Genevieve B.	Emery, Myrtle	Gueno, William T. Jr.	Jordan, Viola
Bailey, Ruth P.	Carroll, Martha B.	Englund, Joseph E.	Guernsey, Theodore	Justice, W. Arthur
Baird, Wilbur Stanley	Carter, Jessie Evelyn	Enna, Alex Peter V.	Guilliams, Gordon B.	Juvinall, James R.
Barnett, Irving F.	Challman, Oscar F.	Ennes, Vesper Dale	Gunder, Jeane Daniel	Kahlo, Lucille Agnes
Baumann, Christian W.	Chamberlin, Lewis C.	Erickson, Carl Johan	Guzman, Sergio B.	Kahn, Ida
Beazley, Cora Alice	Chapman, Helen H.	Ericson, Gustav R.	Haefliger, William	Karst, Elsa Emelie
Beckett, Paul Afton	Chapman, Walter Case	Ericsson, Ralph B.	Hagerman, Harry E.	Keene, Phillips Brooks
Bell, William Leslie	Chellgren, Wilhelm E.	Estabrooks, Elisha G.	Halberg, Edwin Anton	Keim, Charles Adam
Bell, Walton Sercomb	Christenson, C. L.	Evans, Charles	Halberg, Oscar Julius	Kellogg, Laura C.
Bender, Florence E.	Clafford, Harry Joseph	Fahrney, Hugh Lesley	Hale, Carroll Dwight	Kellogg, Marjorie E.
Benson, Bernhard	Clark, Celia Lucile	Fahs, Jean	Hall, Charles Ernest	Kenney, Cleo Vera
Benson, Ernil D.	Clark, Florence	Fahs, Raymond Ziglar	Hall, Lysle	Kercher, Florence
Bereman, Ellis H.	Clark, Harold Johnson	Farnham, Edna Mae	Hallen, Harry B.	Kercher, Oscar B.
Berger, Alvin Gustave	Clarke, David Marquis	Ferrer, Angel	Halpin, Lois Mae	Kietzer, Edmund E.
Bergeson, Albert R.	Clemes, Stanley W.	Ferris, Leslie Charles	Hans, Malcolm Fred	Kilbury, Mabel R.
Berryman, Vern Leroy	Cleworth, Beulah Rose	Fielding, Edward	Hansen, Florence P.	Kimble, Gertrude S.
Birkeland, Alve	Coble, Elmer C. D.	Fielding, Myrtle C.	Harbert, Horace C.	King, Eric Ivan
Birkeland, Harold	Coble, Sadie Lucile	File, Alvin Harry	Hardin, Flora B.	Kircher, Edward H.
Blair, Edward Beason	Colledge, Edward W.	Fischer, Frances Julia	Hart, Herbert Stanley	Kirk, John Balderstone
Blair, Mary Constance	Collins, Jessie Edith	Flack, Marjorie May	Hatfield, Margaret	Kirkpatrick, Mabelle
Blum, Joseph Marcus	Comstock, James F.	Fleet, Daniel Herbert	Hatterman, Lucile G.	Kittleman, James R.
Bock, Henry William	Conner, Glenn G.	Fogleman, Lura Mae	Haubold, Clara T.	Klotz, Berenice
Bohn, Ralph Maxwell	Cook, Lawrence S.	Foley, Edward Earl	Haugland, Herman O.	Kohler, Raymond
Bomberger, Paul S.	Coolidge, John K.	Ford, Hinsdale Charles	Haugland, Peter Olsen	Kranebell, Wilbur R.
Bonbright, Dora J.	Cooper, Frank L.	Forde, Clifford Glass	Hauptfuehrer, W. H.	Kretzmann, Arthur J.
Bonbright, James C.	Cooper, Hedley Heber	Forrey, Richard L.	Helikson, Daniel	Kroeck, Arthur Henry
Booz, Charles S.	Corrie, Bennie Dick	Franks, Paul Raymond	Hemenway, Margaret	Kvisgaard, Gustav
Booz, William Aschom	Craig, John	Fraser, Bruce Ernest	Henningsen, H. G.	Lamke, Earl John
Borsch, Henry M.	Crain, Cora Edna	French, Charles L.	Henry, Hylas Edgar	Lamke, Raymond C.
Bragg, Kendal B.	Crook, Jennie Cecelia	French, Walter Roy	Herben, George F.	Langworthy, Edward P.
Brasmer, George R.	Crowell, Joseph A. Jr.	Frost, Ethel Grey	Herren, Walter	Larimer, Joseph McM.
Brasmer, Lavina	Cruse, Chester C.	Frost, Louise Mann	Hicks, John Donald	Larsen, Harold Otis
Brasmer, William Otto	Culley, Frank Hamilton	Frye, Mary Vance	Hilander, Arthur C.	Lavery, William J. Jr.
Breeden, Ralph Ballard	Cunneen, George T.	Fuehr, Clara Hedwig	Hillman, Miriam	Lawson, Gordon McL.
Breeden, Richard G.	Curtis, Marvin Kent	Fuller, Franklyn C.	Hingeley, John W.	Lee, James Albert
Bressmer, Walter A.	Dahlbye, Marie C.	Furness, Dwight R.	Hodgkins, Katharine B.	Lenfestey, John R. Jr.
Breytspraak, Victor C.	Danner, Bertha May	Furst, Adele Marie	Hofstad, Ottar	Leonard, LeRoy
Bridge, Isabelle	Davidson, Edward B.	Furst, Charles Arthur	Holgate, Eleanor	L'Hote, Elda Patience
Bringedahl, Joachim G.	Dawes, Neil Booker	Furst, Martha H.	Hollett, Roderic P.	Liljevall, Carl A. R.
Broduehrer, Oscar M.	Dawes, William Mills	Gardner, Elizabeth	Hornung, Harry E.	Lindell, Paul Alfred
Bronson, Reid R.	Deeke, Amanda Marie	Gardner, William E.	Hovey, Helen Marie	Livingston, Esther C.
Brookhouse, Lucille H.	Dees, Jesse Walter	Gartner, Rose Augusta	Howe, Bennie	Lobanoff, Vera T.
Brown, Leon Leonard	De Kalb, Charles E.	Gauss, Harry	Hubbard, Clifford Leo	Locy, Francis Eastman
Brown, Thaddeus K.	De Klotz, Fanny	Gemmill, Horace Glen	Hughes, Marie H.	Long, Sterry
Brudevold, Knute Ole	De Long, Ruth Vida	Gethmann, Ella H.	Hull, Mary	Long, Wallace W.



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Luker, Paul Jacob	Nash, William E.	Reed, John Watford	Stephens, Anna M.	Wagner, Frederick C.
Lum, Arthur Chee	Neville, Robert	Reed, Letta Elizabeth	Stevenson, Louise	Walker, Ina B.
Lund, Elmer Ferdinand	Nevitt, Mildred Eva	Reed, Vincent M.	Stixrud, Adolph O.	Wall, Warner
Luther, Eugene Adam	Newell, Florence E.	Reese, Ernest August	Stone, Jens Sorenson	Wallace, Raymond M.
Lyman, Charles E. Jr.	Nichols, Josephine	Reitzel, Oliver Walter	Strader, Ralph Merritt	Wallock, Anthony M.
Lyman, Oliver B.	Nichols, Walter Orlin	Rich, William Edward	Strawbridge, Rachel	Walsh, Frank Joseph
McCann, Mae Frances	Nickols, Chester Ray	Richards, Blanche A.	Street, Jean	Walstrom, Gustav
McClure, Gilbert G.	Nordos, William R.	Richards, Ralph B.	Strombom, Oscar W.	Walter, Will Hamilton
McCulloch, Bert C.	Norris, Earl Clement	Richardson, Robert	Stryker, William Byrd	Ward, Esther
McDonald, Helen W.	Nydeen, Johan August	Ries, Howard Cuyler	Stufflebeam, Ira A.	Ward, Josiah Frank
McElveen, Eva Lillian	Nye, Frank Thomas	Riley, Mabel Clare	Stufflebeam, Albin M.	Ward, Mabel Lucy
McFadden, Florence M.	Nyquist, Reuben Emil	Roberts, Sidney M.	Sundberg, Oscar	Warner, Rachel C.
McGuire, Walter J.	O'Connell, Harold P.	Robinson, Samuel	Sundeen, Arthur S.	Warren, George Henry
McIntire, Virlon W.	Odell, Carl Luther	Rockefeller, Alfred	Sutcliffe, Ruth	Warren, Vincent
McKay, Florence	Odgaard, Andrew	Rockefeller, Amos L.	Sweet, Genevieve E.	Webb, Warren C.
McKay, James R.	O'Hare, Mae Elenor	Rood, James Quan	Swenson, Paul Olof	Weber, Frances
MacKenzie, George D.	Olson, Gordon	Ross, Ames Wolcott	Swim, William Allan	Weeks, James Rodney
McKerchar, Florence A.	Olson, John	Russell, Harold Clark	Taylor, Samuel	Weis, Ezra Herman F.
McKerchar, Roy M.	Olson, Olof Emanuel	Russell, Ruth Madeline	Taylor, Walter Clyde	Weis, LeRoy Louis
McMains, Erma Zoe	Ontiveros, Lorenzo H.	Rutledge, Ralph M.	Terry, Charles Roy	Wells, Carle
McMurray, B. F.	Orlady, George Boal	Ryerson, Harold E.	Theobald, Edward R.	Wert, Alva Ledward
McRoberts, Mildred	Orvis, Harry Franklin	Sargent, Irene Marie	Thompson, A. H. M.	Wertenberger, Ivan
Mackin, Thomas John	Ott, John C.	Sauer, Frank Joseph	Thompson, Oscar I.	Werts, Clarence Beryl
Magerkurth, H. C. W.	Page, John Harry	Scanlan, George A.	Thompson, William E.	Westman, Gustav O.
Mahler, Helen Maud	Palmer, Leila Verne	Schaffer, Paul	Thomson, George F.	White, Marguerite
Mahon, Robert James	Patten, Grace Jane	Scheel, Bertha M.	Thomson, James Ellus	Wilcox, Tracy
Malmquist, Gust Emil	Paullin, Laura V.	Schintz, Walter S.	Thorn, John Clint Jr.	Wilkins, Frederick H.
Marks, Vernia	Pearce, Lida Alma	Schuett, Walter W.	Tippett, Frank Lasley	Wilkie, Robert T.
Marshall, Harry Lloyd	Pearson, Axel G.	Scodes, Donald	Tondevoid, Harry H.	Williams, Clara E.
Marston, Marion	Perkins, Eleanor Ellis	Scott, Dorothy Louise	Tong, Chew	Williams, George P. Jr.
Marx, Zero Jr.	Perry, Earl	Scovel, James Dean	Tosdal, Siglijoin	Williams, Richard K.
Mason, Helen Iris	Peters, Joseph Carey	Seaman, Maurice L.	Trabue, Marion Rex	Willson, Harry Ross
Maxey, Irl Vanderve	Peterson, Anton Fred	Shaviro, Nathan	Tracy, Frederick Earl	Wilson, Arthur C.
Maxwell, Robert	Peterson, Harold H.	Sheets, Fred Hill	Traveller, Gilbert B.	Wilson, Harriet L.
May, Norma Lucile	Pixler, Wellington C.	Scheneftel, Orville P.	Travis, Charles Theo	Wilson, William G.
Mercer, Herman J.	Polhemus, Eliza Groat	Shinabarger, Glenn C.	Traxler, Dean Lake	Winn, Warren Robins
Meyer, Elmer LeRoy	Potter, Harry Rice	Shippey, Lucile Marie	Tremaine, Ethel Sarah	Winslow, Harold B.
Miller, Bert Israel	Poulsen, John W.	Shiveley, Franklin L.	Trilling, Harry Morton	Winter, Clarence Odell
Miller, Raymond C. W	Power, Marvin Dunbar	Shults, Carleton R.	Truckenbrod, Elsa F.	Wise, Oliver Cady
Miller, Roy Irving	Pratt, Howard Fels	Skewes, Harvey J.	Truscott, Basil R.	Wolf, Carl Nicholas
Mitchison, H. B. Jr.	Preston, Genie J.	Slack, Arthur Ray	Tucker, Bessie Irvema	Wolf, Ethel Hattie
Moore, Andrew J.	Price, Ernest Edwin	Sloucum, Elizabeth G.	Tully, Helen Adelaide	Wood, Edgar Ariel
Moore, Aubrey S.	Price, Lizzie Jane	Smith, Alice May	Tuttle, Henry Bossard	Woodard, James W.
Moore, Ralph Ray	Prince, William Jasper	Smith, Angelene Elsie	Upstone, Gale Henry	Woodruff, Claude W.
Moore, Ruth Mary	Proesch, Leonard O.	Smith, Carl August	Vanderblue, Homer B.	Woodward, Guy John
Morehead, Ellen	Prosser, Walter	Smith, Edwin Oscar	Vandergust, Teunis	Wyman, Thomas Noel
Morehead, Mary Ruth	Pursell, Murat G.	Smith, Herschel R.	Van Engers, Louis	Yang, Ben Ow
Morgan, Lucile	Randolph, Marie E.	Smothers, Isaac Alonzo	Van Ryper, Frances	Zeis, Andrew Elroy P.
Morrill, Nahum	Rapp, Ruby	Sparks, Richard F.	Vansant, William L.	Zimmerman, Edward
Morrison, Arthur J.	Ray, Lloyd Carlyle	Spearman, Frank H.	Van Vlissingen, E. D.	Zukerman, William
Moses, Charles Abram	Reasoner, Harry Ray	Stabler, Lloyd Jesse	Vereide, Abraham A.	
Murphy, Arthur G.	Reckitt, Charles E.	Staunton, Winifred	Vilella, Ernest	
Murphy, Foster McK.	Reebie, Ethel	Steinhilber, John F.	Voorhees, Edith Naomi	

## Graduating Class, June 1908

Edward M. Amrine	Allan B. Clayton	Mary E. Gaston	John Lewis Jones	William M. Sanderson
*Stanley Arnold	Laura L. Cook	*Ralph S. Gibson	Myron G. Kafer	Geraldine J. Schweinfurth
*Wilbur S. Baird	Raymond R. Cruse	Berthold Goldberg	Earl J. Lamke	Frank T. Sherman
Edwin G. Booz	*James W. Dudley	Cornelia V. Harkness	Robert W. Marks	Sara C. Sherman
Lawrence D. Bragg	Robert A. Doolittle	Walter Herren	Lovina L. Miner	Charles T. Travis
Jesse W. Bunch	Byron H. Eldridge	*Marcus H. Hobart	Aubrey S. Moore	Axel L. Wedell
James R. Cameron	Melvin B. Ericson	*Hilda C. Holmberg	*Lucile Morgan	Harold B. Winslow
Cecil L. Camp	Frederick W. Fahs	Myron E. James	Eliza G. Polhemus	Oliver C. Wise
Elizabeth Campbell	*W. J. Farquharson	*Catherine E. Jenkins	William G. Pulliam	
Merton A. Carroll	George H. Foster	*Elmer H. Jennings	Edgar I. Rudolph	

The Academy faculty annually elects one-fifth of the class to graduation honors for highest records in scholarship. These students have an asterisk against their names in the above list. This class presented to the school two clumps of shrubbery in front of Fisk Hall.

# EVANSTON ACADEMY

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1909/10



NORTHWESTERN  
UNIVERSITY  
BULLETIN  
GENERAL CATALOGUE  
EVANSTON  
ACADEMY

APRIL  
1910

## Evanston Academy



**E**VANSTON ACADEMY is peculiarly fortunate in its environment. The building, Fisk Hall, is on the shore of Lake Michigan, so near to the waves, in fact, that a part of the foundation of the structure rests on land reclaimed from the lake. All about the school, on the campus, and in the town, are natural beauty and educational stimulus. The University and Academy were first on the ground; a city of 22,000 people has grown up around them. The University and the moral and civic forces of the city have common ideals. The University is proud of its communal environment; the town recognizes its debt to the institution. Many a student has come to the schools from abroad and has remained to make Evanston his permanent home.



EVANSTON  
ACADEMY

NORTHWESTERN  
UNIVERSITY

General Catalogue

EVANSTON ILLINOIS

# EVANSTON ACADEMY

*Calendar*  
1910  
1911

FOURTH QUARTER BEGINS.....	Monday, April 11
DECORATION DAY, HOLIDAY.....	Monday, May 30
COMMENCEMENT.....	Wednesday, June 8
SUMMER VACATION BEGINS.....	Thursday, June 9
SUMMER SCHOOL BEGINS.....	Monday, June 27
SUMMER SCHOOL CLOSES.....	Friday, August 5
FIRST SEMESTER BEGINS.....	Monday, September 19
REGISTRATION DAYS.....	Monday and Tuesday, September 19 and 20. Hours 9-12, 2-5.
RECITATIONS BEGIN .....	Wednesday, September 21, 8 a. m.
THANKSGIVING RECESS .....	Thursday, November 24 to Sunday, November 27, inclusive.
SECOND QUARTER BEGINS .....	Monday, November 28
CHRISTMAS RECESS .....	Saturday, December 17 to Monday, January 2, 1911, inclusive
SECOND SEMESTER BEGINS.....	Monday, February 13, 1911
WASHINGTON'S BIRTHDAY, HOLIDAY....	Wednesday, February 22
SPRING RECESS.....	Monday, April 10, to Friday, April 14, inclusive
FOURTH QUARTER BEGINS .....	Monday, April 17
DECORATION DAY, HOLIDAY.....	Tuesday, May 30
COMMENCEMENT.....	Wednesday, June 14
SUMMER VACATION BEGINS.....	Thursday, June 15

*Special examination days to make up conditions*

Saturday, May 21, 1910  
Saturday, September 17, 1910  
Saturday, April 15, 1911

*Committee of the Board of Trustees of Northwestern University  
in charge of the Academy*

JOSIAH J. PARKHURST  
MERRITT CALDWELL BRAGDON, A. M., M. D.  
GEORGE PECK MERRICK, LL. B.  
JOHN P. McWILLIAMS  
MARSHALL MONROE CALLAN, D. D.

# NORTHWESTERN UNIVERSITY



THE ACADEMY was established in 1860 by the trustees of Northwestern University to provide instruction adequate to the preparation of students for the high standards of work in the College of Liberal Arts of the University. From its inception college preparation has been its main purpose; but its curriculum has been well adapted to the needs of those who enter immediately on practical life or professional study. At present new emphasis is laid on preparation for technical schools and for business. Most of the graduates of the school have entered colleges and universities. A student in the school is therefore stimulated by constant association with a large number of young men and women seeking the fullest preparation for life.

Historical

The school has had the advantage of a continuity of traditions. It has had but eight principals in a half century and but three since 1873. A good share of its instructors have continued in service year after year, adapting themselves with increasing adequacy to the requirements of the school and the students. In fifty years nearly ten thousand students have received instruction in its classes.

General  
Spirit  
of the  
School

More important than the site or equipment of a school is its general spirit or tone. The prevailing spirit in the Academy is one of earnestness and goodwill. For many in the school attendance entails much sacrifice. Many students are working their way either wholly or in part; the class room demands concentration of endeavor; the chapel services seek the moral quickening of the school; the literary societies provide discipline in clear thought and expression and in parliamentary law. This earnestness is tempered by a moderate number of social appointments—the Christian League, receptions, class sociables, and joint meetings of men's and women's literary societies.

The school is maintained by this University to provide in the Middle West a secondary school the equal of any. It welcomes all students of good character who care to come, but does not invite or retain those who lack serious purpose.

The school recognizes good will as an important asset. The faculty studies to secure it, knowing that once attained it elevates and strengthens every phase of school life. Faculty and students co-operate in every way. A mutual feeling of trust, courtesy and friendship is cherished. As far as possible, students are trusted with the administration of the matters that interest them.

The Academy regards its students as young men and women of earnest purpose, in attendance upon the school to fit themselves for a useful life. The school gives to each individual the largest liberty consistent with the interests of his own work and that of others, a policy which it is believed will best develop self-reliance and maturity of character. In return the loyal interest of the student in the school is marked and permanent. This spirit provides an ideal atmosphere for



# EVANSTON ACADEMY

the pursuing of the school work, and at the same time develops a spirit of self reliance on the part of the students which gives them a most valuable asset in their life-work.

## Instruction in the Academy

The Academy is peculiar in the character of its instruction. The school is not satisfied to secure teachers whose knowledge is just sufficient for their class work. Men and women of advanced special training and of broad culture constitute the faculty. An unusual number of the instructors have received advanced degrees from one or another of the leading universities in this country and abroad and have supplemented their scholastic acquirements by foreign travel.

Scientific meetings and journals of the learned societies are used by the instructors to secure in their own fields the latest results of scholarship and suggestions to be applied in the class work of the Academy. Teachers in the Academy have a special stimulus in close association with the corresponding departments of the College of Liberal Arts of the Northwestern University and therefore have ready access to advanced courses of study that vitalize their own work. Such a faculty brings to students not only the subject matter of a lesson but breadth of view and the atmosphere of liberal culture.

The faculty endeavors to secure the best results from students by their own fulness of preparation for the day's work, by clothing the subject with interest, by clearness of presentation, by stimulating alertness of mind in the students and arousing the questioning attitude, by establishing in the class a spirit of confi-



# NORTHWESTERN UNIVERSITY

dence and co-operation. The instructors make their teaching a profession, are devoted to it and desire only to make themselves of the fullest service to their students in whom they seek to have an abiding intellectual, moral and personal interest.

The Academy is situated in the city of Evanston, twelve miles north of Chicago, directly on the shore of Lake Michigan. Evanston is connected with Chicago by the Milwaukee division of the Chicago & Northwestern Railway. Electric transportation is provided by the Northwestern Elevated Railroad, by a surface line from Chicago to Evanston, and by the Chicago and Milwaukee Electric Railroad.

Location

The population of the city is about 25,000. Evanston is unusually free from immoral influences. The Charter of the University prohibits the sale of intoxicating beverages within four miles of the seat of the University.

The city of Evanston has a large population of intelligent people and offers to students many advantages for profitable instruction and culture outside of the school curriculum, especially in churches, concerts and lectures.

The city presents many opportunities to those who are compelled to earn means for their education. Evanston is one of the most attractive cities in the country; its natural beauty, local pride, and well administered government make it a place of residence peculiarly helpful and inspiring to students. Of importance is the proximity of the school to the educational privileges of Chicago. Though that city is too remote to be a place of frequent resort for students, it is near enough to supplement in a liberal way all the facilities for study enjoyed at Evanston. Especially advantageous are the libraries, the Art Institute, the Field Museum, and the large and varied musical opportunities of the city.

As a center of some of the greatest problems of our national life, Chicago is of peculiar interest to students. The administration of the school seeks to bring students into intelligent contact with the problems of the city and of society in general and to stimulate a desire for well directed social service.

The Academy is on the University campus and profits by the proximity of students engaged in the higher studies; by access to the various accessories to the work of the college, the library, museum, observatory, gymnasium and athletic fields; by facility in combining courses of study in the Academy with others in the Schools of Music, Oratory and Theology.

Few schools possess the equipment that this one does, owing to its being an integral part of the University. In addition to the buildings and material advantages, there are the lectures, concerts and recitals, and the inspiration to secure a college education, derived from the nearness to the College of Liberal Arts. A student attending preparatory schools not thus happily situated, is deprived of many needful advantages.

The Academy is situated on the University campus, in the heart of Evanston, less than one hundred feet from the shore of Lake Michigan. The building

Equip-  
ment

# EVANSTON ACADEMY



FISK HALL, THE ACADEMY BUILDING

U. S. LIFE SAVING STATION

faces Sheridan Road, the favorite drive from Chicago along the North Shore. The grounds adjacent to the Academy are ample and present extensive views of the Lake. A varied flora, the grove of stately oaks and the Lake make a campus of unusual beauty.

Fisk Hall, the gift of Mr. William Deering, was erected in 1898 for the use of the Academy. The south front extends one hundred and eighty feet, and the greatest depth is one hundred and thirty feet. It contains fifteen recitation rooms each accommodating from thirty to fifty students, three laboratories, five parlors for literary societies and the Christian League, a study room accommodating one hundred students and containing a library of reference books, and a chapel with a seating capacity of seven hundred and fifty.

## Libraries

The following libraries are at the service of students: the Orrington Lunt Library of the University of nearly 75,000 bound volumes and 50,000 pamphlets, the library of the Garrett Biblical Institute of about 25,000 bound volumes and 4,500 pamphlets, both on the campus; the Evanston Public Library of over 45,000 volumes, but a few blocks from Fisk Hall. At all of these libraries Academy students enjoy expert assistance in the use of books.

To the above mentioned library facilities may be added the great libraries of Chicago—the Chicago Public Library, the John Crerar Library and the Newberry Library, offering to students a total of more than 500,000 volumes.

## Laboratories

The school is well furnished with laboratory facilities and endeavors from year to year to keep the equipment modern and complete.

The department of physics occupies six rooms in the Academy building.



# NORTHWESTERN UNIVERSITY

laboratory, lecture-room, shop, dark room, apparatus room, and office. The laboratory is furnished with steam, gas, electricity, water, a seconds-clock, and triplicate sets of apparatus.

The lecture table is provided with gas and water. Direct and alternating dynamo and storage battery currents are supplied from a well equipped switch-board in the lecture room. The shop, used chiefly for the construction and repair of apparatus, is supplied with sets of metal-working and wood-working tools, including a small power-lathe, operated by a two-phase, one-horse-power induction motor.

The chemical laboratory is situated in Fayerweather Hall of Science, and includes on the main floor, a lecture-room, seating sixty; a reading room, a laboratory for general chemistry and qualitative analysis, with forty-six tables; a laboratory for quantitative analysis, with twelve tables, a balance-room, the instructor's office and private laboratory, and an assistant's room; in the basement a general store-room with four tables equipped with special conveniences for water analysis.

The biological department occupies three rooms on the ground floor of Fisk Hall,—recitation room, office and laboratory. The last is lighted by windows on three sides, is provided with two center tables supplied with water and gas, and has cases for glassware and apparatus and table accommodations for thirty-two students working at a time. The further equipment consists of compound and simple microscopes, microtome, incubator, hot air and steam sterilizers, glassware and reagents, a small collection of insects and an herbarium of the local



UNIVERSITY HALL



# EVANSTON ACADEMY

flora. A large room in the basement is used for storage and the keeping of live animals. A small green-house (7x34 ft.) has been recently constructed.

The recitation room is furnished with a lantern for the projection of lantern and microscopic slides.

The typewriting room is equipped with new machines.

The office is in possession of modern manifold devices which may be used in the instruction of classes.

The University Museum in University Hall contains large collections illustrative of anthropology, botany, geology, mineralogy, and zoölogy. In some departments it is peculiarly rich. Its materials are available for the purposes of illustration in Academy classes.

The Northwestern gymnasium, just completed, is ready for use. No institution in the country enjoys better facilities for all forms of physical exercise. Provision for athletic sports is afforded by an indoor field. This field is provided with dirt floor, surrounded by a ten-lap running track 12 feet wide. The dimensions of this field are 215 by 120 feet, without obstructions, the roof being supported by immense steel arches rising 54 feet at the highest point. Two full-sized baseball diamonds may be laid out within the track. Six tennis courts might be placed in this field. The field is heated in cold weather and insures opportunity for athletic games and indoor track work at any season. A gymnasium with floor space of 7,200 square feet is equipped with all necessary apparatus for class work. On the north side of this large room is a smaller room to be used for boxing, fencing, wrestling, and exercise on special apparatus. On the south side of the second story are the baths and lockers, and a large rest room for women; a stairway leads from this rest room to the pool below. A beautiful swimming pool, 60 x 25 feet, complete with filter and heating apparatus provides for aquatic exercise. Shower baths and locker rooms for the men are in the basement. A large club room for men, offices, and coat room occupy the north half of the first floor. The corridor, 36 feet wide, through the center of the main building is used as a trophy room and general social room. By the provision of a large kitchen on the second floor and a lift, the large gymnasium room, the small gymnasium room, and the large social room may be connected into banquet halls at pleasure.

## Admission

The applicant must be at least *thirteen* years of age, and it is desirable that he shall have completed the ordinary common school branches. Classes, however, may be formed in arithmetic or grammar when a sufficient number require it. In general it is for the advantage of students to enter in September, but they are admitted at any time thereafter, preferably, however, at the opening of the quarter in December, February or April.

*A student applying for admission to the school will bring with him or send in advance a certified statement of work done in the last school attended, with record of deportment or certificate of honorable dismissal.* This certificate will be accepted

# NORTHWESTERN UNIVERSITY

SCIENCE  
HALL  
AND THE  
SPIRES OF  
UNIVER-  
SITY  
HALL



WEST WING  
OF  
FISK HALL



THE POOL ON THE CAMPUS



U. S. LIFE SAVING CREW IN ACTION



A LAKE VISTA

# EVANSTON ACADEMY

in lieu of entrance examinations, but must be presented before registration is completed. A student who cannot present such credentials may file a letter of recommendation from his pastor or other responsible person.

## Advanced Standing

A student applying for advanced standing (i. e., entering after the beginning of the Academy course) should present at the principal's office full and detailed records of work pursued in other schools of high school or academic grade, together with statement of satisfactory deportment in the school last attended. Blanks for this purpose are provided by the Academy office.

Credit is given on the Academy records for work done in other schools after



THROUGH THE TREES TO THE LAKE

the successful completion of one semester's work, "successful" being interpreted to imply at least passing grades in the line of work in which credit is sought. Any teacher may require an examination in a subject in which credit is sought, in order to satisfy himself of the student's knowledge in the subject. On an appointed date early in the second semester of the student's attendance he will present his credits to the Committee on Advanced Credits for valuation and record. Students desiring credit in laboratory science, such as botany, zoölogy or physics, should bring with them their note-books containing the original record of work in the laboratory. Whenever possible the note book should have the certification of the instructor under whom the work was done. The Academy requires that a student to be a candidate for graduation shall have been



# NORTHWESTERN UNIVERSITY

in attendance at the school long enough to have secured credit in at least three units of work.

The applicant is assisted by the principal or other members of the faculty in the selection of studies and the adjustment of registration. No student is admitted to classes until his registration is approved at the office.

## Registration

A student is ordinarily expected to take sixteen hours of recitation work in the week. Two hours in the laboratory are estimated as equivalent to one hour in recitation. Those whose health is not vigorous or who must spend much time in labor for self-support should not take full registration. Changes of registration during the school year may be made only after consultation with the principal.

Permission to register for more than sixteen hours is a privilege, and is not granted unless the faculty is satisfied that the student can carry the whole work creditably. A student may not be permitted to register for more than twelve hours, if he is engaged in such outside work as will make a serious drain on his time or energy.

Weekly reports of delinquency in classwork are made by the faculty to the principal and by him to the homes of the students. These reports are made the basis of such readjustments of registration as seem wise.

Examinations are held at various times during each quarter, as well as at its close, but they are not allowed to overshadow the importance of regularly well prepared daily work, as any student may be excluded from examination whose daily work has not been satisfactory.

## Examinations

When a student's absences in any study amount to *one-sixth* of the total requirement of class hours in that study, his registration in that subject will be cancelled and the privilege of examination denied unless the cancelled registration be restored by vote of the faculty.

In the Academy records A signifies excellent; B, very good; C, fair; D, low but passing; F, failing; R, repeat in class. An F record may be removed by a later successful examination. But this examination must be taken before the subject or part of subject on which the student failed is again pursued in class. A second record of F or neglect to take the *second* examination, requires a repetition of the work in class. A student is not permitted to use for graduation those records of grade D that are in excess of one-fourth of the total number of records credited to him. Second Examinations are offered only on the days announced in the Calendar (see page 2).

Reports of work done in the school are regularly sent to parents or guardians at the end of each semester. If, however, the principal is requested to make more frequent reports, these are sent at the middle and end of each quarter (eight reports to the year). The report cards should be promptly signed by the parent or guardian and returned, preferably by mail, to the Academy office.

## Home Reports

# EVANSTON ACADEMY

The principal and faculty welcome at any time from the parents of students suggestions that may assist in making the school of greater service to them.

## Courses Offered

In the first semester classes are formed in English of the first, second, third and fourth years; algebra, elementary and advanced; geometry, plane and solid; college algebra; civics, history of Greece, of Europe, of England or United States; Latin of the first, second, third and fourth years; Greek of the first, second and third years; French of the first, second and third years; German of the first, second and third years; physics, chemistry, botany, zoölogy; mechanical drawing; stenography and typewriting.

In the second semester new classes are formed in advanced algebra, trigonometry; history of Rome, industrial history; and typewriting.

The classes beginning in September are often adapted to the needs of those who register at the opening of the second quarter, the beginning of the second semester, or of the fourth quarter. Indeed, a student may enter the school at any time and expect to find classwork to accommodate his wants.

## Officers of Administration

### HERBERT FRANKLIN FISK, PRINCIPAL EMERITUS

A. B., A. M., Wesleyan University, Middletown, Connecticut.  
Phi Beta Kappa. Doctor of Divinity, Doctor of Laws. Thirty-one years principal of the Academy. Professor of Pedagogy, Northwestern University.

### ARTHUR HERBERT WILDE, PRINCIPAL

A. B., S. T. B. Boston University; Ph. D. Harvard University.  
Phi Beta Kappa. Professor of history, Northwestern University.  
Member American Historical Association. Principal of the Academy from 1904 to February, 1910.

### NATHAN WILBUR HELM, ACTING PRINCIPAL

A. B., A. M. DePauw University; A. M. Princeton University.  
Phi Beta Kappa. Member American Philological Association, Classical Association of New England. Classical Association of the Middle West. Assistant Principal, in full charge September, 1909 to February, 1910; Acting Principal, February, 1910—

HELEN CHURCH—Principal's Secretary.

MARGARET CATHERINE LETZTER—Office Clerk.

THOMAS JOHN MACKIN—Librarian.

# NORTHWESTERN UNIVERSITY

## Departments and Instructors

### English

ISAAC MERTON COCHRAN—Instructor in English and Debating. A. B., A. M. University of Michigan. Extended experience as instructor in English, as public reader, and debate coach.

CLARA GRANT—Instructor in English. Ph. B. Northwestern University. Phi Beta Kappa. Student at Oxford, England. Foreign travel.

FRANCES CHRISTINE RAWLINS—Instructor in English. A. B. Northwestern University. Phi Beta Kappa.

Throughout the English course of four years constant attention is given to the rudiments of English composition—spelling, punctuation, etc. Drill is given in correct forms of commercial and social correspondence.

English (a)—In this three-hour course, Franklin's *Autobiography*, Dickens' *A Christmas Carol*, Palmer's *The Odyssey of Homer*, Irving's *The Sketch Book*, and Shakespeare's *A Midsummer Night's Dream* are carefully read and discussed. Gayley's *Classic Myths in English Literature* is studied in connection with *The Odyssey*. Supplementary reading may be selected from the novels of Dickens and Stevenson and from Longfellow's *Tales of a Wayside Inn*.

Throughout the year composition, oral and written, is emphasized; attention is paid to construction of sentences and paragraphs, to analysis of thought, and especially to securing interest in the matter treated. At least one theme a week is required. Opportunity is freely given for personal conference between student and instructor, and every facility is offered for practice and improvement in the effective use of English.

English (b)—In this two-hour course, one hour each week is devoted to rhetoric and theme writing; the other hour is given to the close study of several English classics, including Scott's *Lady of the Lake*, Arnold's *Sohrab and Rustum*, Hawthorne's *Twice-Told Tales*, Shakespeare's *The Merchant of Venice*. Further selection may be made from the following list: Scott's *Ivanhoe* and *Quentin Durward*, Hawthorne's *The House of the Seven Gables*, Blackmore's *Lorna Doone*, Webster's *The First Bunker Hill Oration*, and Shakespeare's *Twelfth Night*.

The composition work is intended to give the student a thorough drill in all matters of rule, and in the written and oral expression of thought with clearness, force, and some degree of elegance. This course includes personal conference with the instructor concerning written work.

English (c)—In this course the study of composition is based upon Brooks and Hubbard's *Composition and Rhetoric*. One formal theme a week is required, supplemented by other written work, to be corrected in conference with the instructor. The reading of themes in class, with oral criticism and general discussion, is frequent.

From the list of college entrance requirements, the following masterpieces



# EVANSTON ACADEMY



RIDGE AVENUE SOUTH OF DEMPSTER



THE ACADEMY, LOOKING EAST

have been selected for critical study: Shakespeare's *Julius Caesar*, *The Sir Roger de Coverley Papers*, Pope's *The Rape of the Lock*, Coleridge's *The Rime of the Ancient Mariner*, George Eliot's *Silas Marner*, Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*, and Lowell's *The Vision of Sir Launfal*. Pancoast's Introduction to English Literature, or a similar text-book, is used throughout the year for a study of different periods represented by the classics read.

Other classics are chosen for general reading, certain recitation periods being given to each in addition to outside work; the choice is made from the following list and regularly includes more than half: Shakespeare's *As you Like It*, Dryden's *Mac Flecknoe*, Macaulay's *Life of Johnson*, Gray's *Elegy*, Goldsmith's *The Deserted Village*, *The Vicar of Wakefield*, and *She Stoops to Conquer*, Irving's *Life of Goldsmith*, George Eliot's *Adam Bede*, Mrs. Gaskell's *Cranford*, and Thackeray's *Henry Esmond*.

English (d)—In this course theme writing is emphasized; two written articles a week are required, one of which is a formal theme and is corrected in accordance with the criticisms of the instructor, in personal conference. A portion of the time is given to the practical study of punctuation, rhetorical principles, and the character of the English vocabulary. Some of the more important facts in the history of the English language are learned through outside reading, reports, lectures, and class discussions. All these different phases of work are given in connection with the study of the required classics, which is accompanied by work in some such manual as Pancoast's Introduction to English Literature. The classics studied are Shakespeare's *Macbeth*, Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*, Burke's *Speech on Conciliation*, Carlyle's *Heroes and Hero Worship*, and De Quincey's *Joan of Arc* and *The English Mail Coach*. In addition to this work, a chronological study of English poetry is made, the students being required to present written reports on definite poetic periods or on certain poems of each of the prominent poets. For this work, Pancoast's Standard English Poems is used as a text.

For supplementary reading, selections are made from the following list:

# NORTHWESTERN UNIVERSITY

Chaucer's *Prologue to the Canterbury Tales*, Spenser's *Faerie Queen*, Carlyle's *Essay on Burns*, Washington's *Farewell Address*, Macaulay's *Essays*, Bacon's *Essays*, Emerson's *Essays*, selected poems from Browning, and selected novels of Eliot, Dickens and Thackeray.

## German

LOUIS GRANT BAKER—Instructor in German. A. B., A. M. Northwestern University. Student at Paris, Berlin, and Leipzig. Fellow in German, Northwestern University, 1906-1907. Member of Modern Language Association.

German (a)—Pronunciation, grammatical work based on Spanhoofd's *Lehrbuch der deutschen Sprache*. Memorizing of easy sentences and a number of poems. Reading of graded selections, Seligmann's *Altes und Neues*, *Einer Muss Heiraten*, Storm's *Immensee*, or Auerbach's *Brigitta*, Bacon's *Im Vaterland*.

German (b)—Review of grammar, completion of Kayser and Monteser's Brief German Course, Bernhardt's Composition. Conversation *Im Vaterland* Storm's *Immensee*, *In St. Jürgen*, Moser's *Der Bibliothekar*, Baumbach's *Der Schwiegersohn*, Zschokke's *Das Wirtshaus zu Cransac*, Schiller's *Lied von der Glocke*.

German (c)—Review of Passive and Subjunctive; Pope's Composition. Lessing's *Minna von Barnhelm*, Schiller's *Maria Stuart*, Seidel's *Aus goldenen Tagen*, Freytag's *Die Journalisten*, Wildenbruch's *Neid*, Hatfield's *Lyrics and Ballads*.

## French

LILLIE GEORGINE OHRENSTEIN—Instructor in French (and German). Ph. B. University of Chicago.

French (a)—Knowles and Farrard, *Some Adequate Helps in French Rhythm and Pronunciation*. Grammar based on Fraser and Squair. Guerber's *Contes et Legends*, volume I. Translation and conversation based on Guerber's *Contes et Legends*, Guy de Maupassant's *Huit Contes Choisis*, edited by White.

French (b)—French Grammar based on Fraser and Squair from lesson 37. Conversation and composition based upon Guerber's *Contes et Legends*, Volume I, Reading of French Texts, Abbott's *La Mère de la Marquise*, Havlèy's *L'Abbe Constantin*, Hugo's *La Chute*, Sand's *La Mare au Diable*. Light reading of easy French Stories and Comedies.



A CAMPUS PATH



THE LAKE IN WINTER

# EVANSTON ACADEMY

## Latin

NATHAN WILBUR HELM—Acting Principal and Instructor in Latin. A. B., A. M. DePauw University, A. M. Princeton University. Phi Beta Kappa. Special student of the Latin Language and Literature and member of the Latin faculties of DePauw University, Pennington Seminary, Princeton University, and The Phillips Exeter Academy.

JANE NEILL SCOTT—Instructor in Latin. A. B., A. M. Northwestern University. Phi Beta Kappa.

FLORENCE ALBERTA STOCKLEY—Instructor in Latin. A. B. Northwestern University. Phi Beta Kappa.

A course of four years in Latin is provided as follows:

(a) *First semester*—Collar and Daniell's First year Latin, Lessons I to XLVI. Drill in pronunciation and forms with daily written exercises in Latin.

*Second semester*—Ritchie's *Fabulae Faciles*, forty pages of connected Latin reading. Continued drill in pronunciation and forms, syntax developed gradually by means of daily written exercises in retranslation.

(b) Greenough, D'Ooge and Daniell's Second Year Latin, with daily exercises in Latin composition, including a thorough drill in forms.

(c) D'Ooge's Cicero; six orations, including the "Manilian Law"; review of forms; D'Ooge's Latin Composition, oral and written, forms the basis for daily work in prose extending over the greater part of the year. Allen and Greenough's Grammar is used in both (b) and (c). Ovid's *Metamorphoses*.

(d) Knapp's Vergil, six books of the Aeneid, with practice in sight reading, derivation, word formation and review of forms. D'Ooge's Latin Composition, Exercises for Senior Review, weekly.

In Latin composition throughout the course, each pupil is required to correct his own written exercise which is returned to him by the instructor with errors indicated.

Students who desire to enter advanced classes in Latin, but who are found to have insufficient knowledge of the elementary principles of construction and to lack facility in composition, will be required to review their work. Those who enter (c) or (d) without Latin composition will be required to make good the deficiency by regular classwork under a teacher.

## Greek

JOHN ADAMS SCOTT—Professor of Greek. A. B. Northwestern University; Ph. D. Johns Hopkins University. Phi Beta Kappa. Foreign study and travel. Professor of Greek, Northwestern University.

The course in Greek is the three-year course required for admission to most colleges. The work is arranged as follows: First year, White's First Greek Book and Gleason's Story of Cyrus; second year, Anabasis, books I, II, III, IV; third year, eighteen hundred lines of the Iliad. About eighty lessons are given to Greek composition. Careful drill in inflection and syntax are given in connection with the work of each year.



# NORTHWESTERN UNIVERSITY

## Mathematics

RAYMOND ROYCE HITCHCOCK—Instructor in Mathematics. A. B. University of Wisconsin. Phi Beta Kappa. Sigma Xi. Instructor in Mathematics, University of Wisconsin, 1906-1907.

LYOYD CLINTON HOLSINGER—Instructor in Mathematics. A. B., University of Michigan. Sigma Xi.

GEORGE WASHINGTON FURREY, Instructor in Mathematics (and Physics) Ph.B. University of Michigan.

Before entering the Academy students should be proficient in arithmetic, especially in fractions, percentage and the metric system.

(a) Algebra. The first year course in algebra includes the subjects as outlined in the best text books through quadratics.

The subjects of graphs is treated so as to illustrate the subject of simultaneous simple equations, and also with reference to its application in the physical sciences.

(b) The second year is given to plane geometry, four recitations a week throughout the year. Five books of the subject are covered.

(c1) In higher algebra a review is given of the more difficult parts covered in the first year's work. In addition, the class pursues the subjects, quadratics, ratio and proportion, progressions, the binomial theorem, and logarithms.

(c2) The student may elect either solid geometry or plane trigonometry. Course (c1) must precede course (c2) or be taken simultaneously with it.

(d) A four-hour course in college algebra is offered in each semester.

## Physics

GEORGE WASHINGTON FURREY—Instructor in Physics (and Mathematics). Ph. B. University of Michigan. Extended experience in teaching in public schools. Professor of Mathematics, Mount Morris College, 1899-1909.

The work in physics is open to third and fourth year students. Those who enter upon it should have a working knowledge of the metric system, and of the elements of algebra and plane geometry. The course includes a study of plane motion, and of the elements of dynamics. Especial attention is given to wave motion as a basis for the study of sound, heat, electricity, and light, which are taken up in the order given. Students are expected to perform about sixty experiments, mostly quantitative, which are carefully reported in a notebook to be submitted to the instructor for criticism. The plotting of curves to show the relation between the physical quantities involved is made a prominent feature of laboratory work. The study of electricity occupies one-fourth the time of the entire course, and is practical in every detail. Three hours a week are given to recitations and two two-hour periods to laboratory work.

## Chemistry

ABRAM VAN EPS YOUNG—Professor of Chemistry. Ph.B. University of Michigan. Graduate student and fellow in chemistry, Johns Hopkins University; assistant in chemistry, Harvard University. Professor of Chemistry, Northwestern University.

A course in general chemistry is offered in the fourth year of the Academy course, especially for students who require this subject for preparation for col-

# EVANSTON ACADEMY

lege or engineering school. At least five hours each week are spent in the laboratory. Other hours are reserved for lectures. The latter part of the course presents an introduction to quantitative analysis. The text-book used is Young's Elements of Chemistry.

The course in chemistry is recommended for all students preparing for scientific work and especially for those who expect to enter engineering or the medical profession. The equipment of the laboratory is thoroughly adequate.

The student preserves the results of his experiments in a notebook, which is submitted to the instructor for criticism.

## Biology

LEWIS HART WELD—Instructor in Biology. A.B. University of Rochester; A.M. University of Michigan. Graduate student at Cornell University. Phi Beta Kappa. Member of American Association for Advancement of Science.

## Botany

Three hours of recitation and two two-hour periods of laboratory work a week are required through the year. Bergen's Foundations of Botany is used as a



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text. The work consists of recitations, informal talks, reference reading and the preparation of short papers, together with the detailed examination of material in the laboratory and the making of careful laboratory notes and drawings. Whenever possible, knowledge of the life processes of plants is arrived at by means of experiment, these experiments being performed by one or two students for the benefit of the whole class. About thirty such experiments are performed during each semester. Aside from the cultural value of the botan-

# NORTHWESTERN UNIVERSITY

ical information and the training in actual observation and clear statement, one aim of the course is to point out the many practical applications of botany and general biological principles to the affairs of every day life.

The first semester deals with the individual plant. The following topics are considered: the morphology and germination of seeds, chemical contents of seeds, foods, structure and functions of roots, soils, buds, winter twigs, types of stems and microscopic structure of simple two stems.

The second semester deals with the structure and function of leaves, photosynthesis, the supply of nitrogen, and then passes to a rapid survey of the whole plant kingdom. About two weeks are spent on bacteria and their relation to decay, disease, and their beneficial rôle in the various industries. Representative species are studied in the fungi (especially those of economic importance, such as the rusts and moulds). The life histories of liverwort, moss and fern introduce the idea of alterations of generations and the course concludes by tracing this idea up into the flowering plants.

The course may be entered at the beginning of either semester.

Two hours of recitation and four hours of laboratory work a week are required throughout the year. Four hours of field or museum work are thought to be equivalent to two hours of laboratory work. Linville and Kelly's Text-book in general Zoölogy is used. The method is much the same as in botany but much more reference reading on assigned topics is required. A knowledge of how to make use of the libraries and of how to do independent laboratory work is prerequisite to the course. The aim is to furnish an introduction to the study of animals, their structure, habits, and life histories. Attention is called to general biological principles and the larger questions which naturally arise in such a study. Its relation to human affairs is frequently emphasized so that the course may lay the foundation for a better understanding of human physiology or serve as a preparation for professional courses.

Zoölogy

The work begins in the fall with the study of insects. In the winter the vertebrates are studied and in the spring the numerous invertebrate groups. Trips are usually made to the University and Field Museums and to the Academy of Sciences and collections of living animals in Lincoln Park.

## History

CARLA FERN SARGENT—Instructor in history. A. B. Northwestern University; A. M. Cornell University. Phi Beta Kappa. Scholarship student at Cornell University. Foreign travel. Member American Historical Association, and North Central History Teacher's Association.

Instruction is offered in the history of Greece, Rome, Europe, England and the United States. The courses in Grecian and Roman history, Civics, and Industrial history extend through one semester, each of the other courses through the year. The department requires frequent written exercises of a character intended to develop precision and judgment and facility in using books. Geography is emphasized in all courses, both outline and sketch maps being used. Selections from the sources are used constantly, as well as illustrative matter.



# EVANSTON ACADEMY

(a) *First semester*—Grecian History, with some preliminary study of oriental history. Five hours a week. Text books for 1909-1910: Botsford's History of Greece, Seignobos' History of Ancient Civilization. Source Material: Ulysses among the Phaeacians (Odyssey), Sophocles' Antigone, Plutarch's Agesilaus, Aristotle's Athenian Constitution, Xenophon's Hellenica, Polybius on Achaean League, the last four in excerpts, published in pamphlet form, edited by Professor Fling.

*Second semester*—Roman History. Five hours a week. Text-book for 1909-1910: Botsford's History of Rome, Seignobos' History of Ancient Civilization. Source material: Munro's Source Book of Roman History. The courses in history (a) are offered every year.

(b) The history of Western Europe from the battle of Adrianople to the present. Four hours a week. Text-book 1909-1910: Robinson's History of Western Europe. Source Material: Robinson's Readings in European History, one volume edition.

Course (b) given in 1909-1910 and in alternate years with Civics and Industrial history.

(c) The courses in this group are elective, and open only to third and fourth year students who have had (a) or (b), preferably both.

(c1) United States History. Given 1908-1909 and in alternate years. The course presupposes a knowledge of the main facts of the subject, such as is secured in a thorough course in the grade or grammar schools. A large amount of collateral reading is required, both in the sources and in secondary works. Reports on the reading and frequent papers on assigned subjects must be submitted. Four hours a week. Text-book for 1909-1910: Hart's Essentials in American History.

(c2) English History. Given 1909-1910 and in alternate years. The work



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# NORTHWESTERN UNIVERSITY

of the course follows in general the same plan as in United States History. Five hours a week. Text-book 1909-1910: Cheyney's Short History of England. Source material: Cheyney's Readings in English History.

*First semester—Civics*—The first part of the work will be given to the study of the United States governmental system, with comparisons with the leading European governments. The latter part of the course will consist of a study of the government of Illinois. The growing importance of city government will also be emphasized. Much collateral reading will be required. Text-books for 1909-1910, Hart, Actual Government; Greene, Government of Illinois.

*Second Semester—Industrial History*—The purpose of this course is to show the student the origin and development of our present industrial system and to give an understanding of the nature of the problems arising from our modern system. The chief emphasis will be placed upon the development in the United States. An important part of the work will consist of special reports by students upon assigned topics. Text-book for 1909-1910, Bogart, The Economic History of the United States.

## Bookkeeping and Penmanship

AUBREY SHANNON MOORE—Instructor in book-keeping, and Penmanship. Expert in commercial science and experienced bookkeeper.

The course in Bookkeeping covers the entire year, three hours a week. Actual business forms will be used in all of the work so that the student may become familiar with drafts, notes, bills of sale, or mail orders. The work includes besides the ordinary single and double entry exercises, accounts of wholesale grocery, commission and shipping, wholesale dry goods, and corporations.

Instruction is provided in penmanship during the first semester, two hours a week. A practical business hand is taught and constant exercise in good penmanship is required.



ERSITY  
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SCHOOL OF  
ORATORY

SCIENCE HALL

OLD COLLEGE

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## Stenography and Typewriting

HELEN CHURCH—Instructor in Stenography. Experienced office stenographer and instructor in stenography.

The course in stenography is pursued throughout the year, four hours a week in class. The instruction is practical in every way. The course has been given for the special service of Academy and College students in note-taking or in self-support. In typewriting the touch method is used. Accuracy is the first consideration, but careful attention is given to the development of speed.

## Mechanical Drawing

ALVIN PERCY BRADLEY—Instructor in Mechanical Drawing. Special student of mechanical drawing and civil engineering. Practical experience as draughtsman.

The first year's work consists of free-hand lettering, the construction of geometrical figures, sections, intersections, and the development of the surfaces of solids, the entire year's work having for its object a knowledge of the instruments which the student uses.

In the second year the intersections of solids are continued, followed by working drawings, conventional representations of bolts and screw threads, and machine drawing, the dimensions being taken from apparatus in the shop. Throughout the course particular attention is paid to lettering, as it is in this respect that so many are weak.

To the ordinary student the work is of benefit in the cultivation of habits of



# NORTHWESTERN UNIVERSITY

neatness and accuracy and in the expression of ideas in drawings. For the student who expects to take courses in engineering, mechanical drawing will provide a good foundation for later work in machine drawing.

## Music

Classes for instruction in the rudiments of music and in (vocal) sight reading are held in Music Hall. A fee of \$1.50 a quarter is charged. The classes meet for half-hour periods. Academy students have the privilege of attending the numerous faculty and student recitals at the School of Music free of charge. Further opportunity for advancement in music is offered by the Evanston Musical Club. A fair voice and a rudimentary knowledge of music are the requirements for admission, and a small fee is charged. To those desirous of paying more particular attention to the study of music, the School of Music provides extensive courses in voice, piano, organ and orchestral instruments, as well as in harmony, musical history, counterpoint, composition, etc. For full details see Circular of the School of Music.

The students maintain an orchestra, under the direction of a competent leader furnished by the school. This affords valuable musical instruction without additional expense to the members. Membership is open to all who pass the instructor's judgment. The following instruments can be used: violin, viola, mandolin, guitar, banjo, mandola, drums, piano, 'cello, clarinet, cornet, trombone, flute, piccolo. Others will be considered by the instructor. Each year the orchestra gives several successful concerts.

## The Literary Musical Course

A course of literature and music, to be distinguished by an appropriate diploma may be arranged in which music takes the place of four units of the usual requirements. (See page 20.) Music (preferably piano) to be thus accepted is to be pursued continuously and satisfactorily for four years, requiring two lessons



SCHOOL OF ORATORY



AN EVANSTON STREET

# EVANSTON ACADEMY

a week and not less than two hours a day of study and practice. Students in this course pay the Academy tuition of \$72.00 per annum. They pay also for their music tuition according to the "Special Student Fees" charged in the Music School, minus a rebate of \$20.00 per annum. Students who pursue this course need to take at least one year more of work in the Academy to fulfill all the requirements for *entrance to college*, music not being accepted in the usual program for college preparation.

## Courses of Study

### The General College Preparatory Course

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a)	1 English (b)	1 English (c)	1 English (d)
2 Mathematics (a)	2 Mathematics (b)	2 Latin (c), French, German or Greek (a)	2 Mathematics (c)
3 Latin (a)	3 Latin (b)	<i>Two of the following:</i> History (b), (c), Zoölogy, Physics, Second foreign language	3 Latin (d), Greek, French or German (b)
4 Botany	4 History (a)		<i>One of the following:</i> History (b), (c), Zoölogy, Physics, Chemistry, second language

### Course Suggested in Preparation for the Study of Medicine, Pharmacy or Dentistry

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a)	1 English (b)	1 English (c)	1 English (d)
2 Latin (a)	2 Latin (b)	2 German (a)	2 German (b)
3 Botany	3 Zoölogy	3 Physics	3 Chemistry
4 Mathematics (a)	4 Mathematics (b)	4 History (a)	4 Mathematics (c)

### Course Recommended for the Study of Law

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a)	1 English (b)	1 English (c)	1 English (d)
2 Latin (a)	2 Latin (b)	2 German or French (a)	2 German or French (b)
3 Botany	3 History (a)	3 History (b)	3 History (c)
4 Mathematics (a)	4 Mathematics (b)	4 An elective	4 Mathematics (c)

### Required Course in Preparation for the Study of Engineering

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a)	1 English (b)	1 English (c)	1 English (d)
2 Latin or French (a)	2 Latin or French (b)	2 German (a)	2 German (b)
3 Mechanical Drawing	3 History (a)	3 Physics	3 Chemistry
4 Mathematics (a)	4 Mathematics (b)	4 Mathematics (a)	4 Mathematics (d)
	5 Mechanical Drawing		

# NORTHWESTERN UNIVERSITY



BIOLOGY  
LABORATORY

## Graduation and Admission to College

Students completing the course of study in the Academy are admitted on certificate to the College of Liberal Arts of Northwestern University. Certificates of the Academy are accepted as well at any of the colleges of the Middle West and at Eastern institutions. The principal and a special committee of the Academy faculty give attention to the registration of students intending to enter college or technical school, so that preparation may be made to the best advantage. The school prides itself upon its ability to prepare students to enter any college, and upon the records of its graduates who have gone to college.

The School is a member of the North Central Association of Colleges and Secondary Schools which adjusts the standards of work in the institutions of the Middle West.

Fifteen units of work are required for graduation with diploma. A "unit" is equivalent to a year's work in any one subject with recitations four or five times a week. A student having a condition of not more than one unit receives a *certificate of graduation* and is entitled to register as a college student.



THE LATIN  
CLASS ROOM



# EVANSTON ACADEMY

## Requirements for Graduation

- (1) All units included in Group A. (See below.)
- (2) Four units from Group B.
- (3) Three and one-half additional units from Group B or C.

### GROUP A

1. *English Language*, and 2. *Literature*—a four-year course. Three units.
3. *Mathematics*—algebra, through ratio and proportion, the progressions, binomial theorem and logarithms—one and one-half units; plane geometry—one unit.
4. *History*—A one-year course—preferably Greek and Roman history. One unit.
5. *Laboratory Science*—one year, preferably physics. One unit.

### GROUP B

8. *Greek* (a)
9. *Greek* (b)
10. *Greek* (c)
11. *Latin* (a)
12. *Latin* (b)
13. *Latin* (c)
14. *Latin* (d)
15. *French* (a)
16. *French* (b)
17. *French* (c)
18. *German* (a)
19. *German* (b)
20. *German* (c)

### GROUP C

21. *Solid geometry*
- 21a. *College algebra and plane trigonometry*
22. *Physiography*
23. *Biology*,  $\frac{1}{2}$  year each of *Botany* and *Zoology*
24. *Botany*
25. *Zoology*
- 25a. *Physiology*
26. *Chemistry*
27. *Mediaeval and modern European history*
28. *English history*
29. *American history*
- 29a. *Civil government and industrial history*
30. *Economics*
- 30a. *Mechanical drawing*
- 30b. *Bookkeeping*
- 30c. *Commercial geography and law*
- 30d. *Stenography and typewriting*

NOTE—A single unit of any language will be accepted for entrance to the College of Liberal Arts of Northwestern University only on condition that the candidate shall continue the study of that language through a second year. All the units in Groups B and C, except solid geometry and physiology are full year courses.

In the course in literature and music (see page 18) distinguished by an appropriate diploma, music is substituted for any four units of the above requirements except English.

## Moral and Religious Culture

The Academy fosters the moral and religious life of its students, and to this end encourages association in various forms of endeavor, looking to the social well-being of the student community.

The Academy Christian League contributes to the highest interests of the school in cultivating social relations, and in providing religious services that continue at school the activities pursued by many of the students at their homes. Several courses in Bible study are open to all.

Attendance is required of all students at daily chapel exercises and at one church service on Sunday. The faculty endeavors to make the chapel service

# NORTHWESTERN UNIVERSITY

of interest and of usefulness to the school. To this end addresses are frequently given by speakers of ability and prominence. The student on entering the Academy will register the church he chooses habitually to attend. Many denominations are represented in the student body.

In all the religious life of the school the aim is to develop noble character, apart from sectarianism or any other divisive influence. The Academy purposes that all shall find in the school a congenial and helpful atmosphere.

The new church organ for Fisk Hall chapel, presented by the University alumni, was finished in May, 1909, at a cost of \$8000. It was built by Casavant Bros., of St. Hyacinthe, Quebec. It is a beautiful and most serviceable instrument, and is used daily in the chapel exercise.

Five literary societies have been formed in the academy—three for men, the Philomathia, Euphronia, and the Zetaethea; and two for the young women, the Illinae and Pieria. The meetings of these societies are controlled solely by the students and are conducted with dignity and profit. Special rooms have been set aside in the building for the use of these societies and have been attractively furnished and decorated. The meetings of the societies are held weekly and give the members discipline in thought, debate, public address, parliamentary law, and the conduct of business. While membership in these societies is by election, it is required by the school that any student who is interested in the work done by the societies shall have the opportunity for this culture in affiliation with one or another of these organizations.

## Literary Societies

The school endeavors to stimulate in the literary societies the highest degree of efficiency, and to further in the school the interests of debating, oratory and declamation. A regular course in debating and oratory is given under expert instruction.

Every year the school participates in dual or triangular debate with other academies. In the year 1909-1910 the league was composed of Morgan Park Academy, Lake Forest Academy, and Evanston Academy.

The Interacademic Oratorical League was organized in December, 1904. Its members are Lake Forest Academy, Elgin Academy, Grand Prairie Seminary of Onarga, Morgan Park Academy, Culver Military Academy and Evanston Academy.

A local prize oratorical contest is held at the Academy in April and the winner of the first prize is appointed to represent the school at the Interacademic contest.

The fourth annual declamation contest for the Foster prize will be held in May, 1910. Mr. George A. Foster, of the class of '81, Northwestern University, provides first, second, and third prizes of twenty-five dollars, ten dollars, and five dollars respectively.

It is required of all students who represent the school in any public contest that their general scholarship be of satisfactory grade. Information regarding

## Debating, Oratory and Declama- tion

# EVANSTON ACADEMY

the regulations governing interacademic debating and oratory, and regarding the local contests in oratory and declamation may be obtained at the principal's office.

**Prizes** During the past year prizes have been offered as follows:

**THE FOSTER PRIZE**—Mr. George A. Foster, A. B., of the class of '81, Northwestern University, has provided prizes of twenty-five dollars, ten dollars and five dollars to the three students receiving first, second and third places respectively in the annual declamation contest.

**THE ORATORICAL PRIZE**—A friend of the Academy has given two prizes, one of twenty dollars and another of ten dollars, to those students who in the annual oratorical contest of the literary societies of the school secure first and second place, respectively.

## Gymnasium and Athletics

The Academy encourages gymnasium practice and athletics on principle. Not only is the physical constitution developed and kept in tone by well directed athletic exercise, but for boys, especially of academic age, they stimulate the moral sentiments of honor, self-control, obedience, perseverance and subordination of the individual to the group. In a peculiar way athletics under proper control prepare a young man for his duties to the community and the state. The new gymnasium of Northwestern University, open to all Academy students is the largest in the United States and is intended to be the most complete. Opportunity is given for all forms of ordinary gymnasium work, together with unusual provision for in-door discipline in track and other athletics. (See page 6.) Each student upon entering gymnasium classes is thoroughly examined physically, and his health, strength, muscular development, physical defects, etc. are carefully noted. From these data a special course of exercises, based on scientific principles, is prescribed to meet his individual needs.

It is the purpose of the instructors to offer to each student such advice and prescribe such exercise as will give increased health, strength, and symmetry of body.

It is the aim of the school to encourage manly sport, to maintain it at low expense, to inspire in the students who participate in it noble ideals of conduct, and to direct the sport into the most salutary channels.

Students have access to the Northwestern Field, an athletic ground not excelled in the Middle West for its size and its appointments.

The Athletic Association of the University has built and maintains tennis courts, two of which are set apart for the exclusive use of the Academy students who pay a small fee for the privileges of the Association.

All athletics are under the direct supervision of the Academy faculty and the Academy Athletic Association, composed of students and faculty.

No student may take part in any interacademic athletic contest without the written approval of the principal of the Academy.



# NORTHWESTERN UNIVERSITY



THE READING ROOM OF THE LIBRARY

No club or athletic association is permitted to play or compete with professionals.

No student may participate in any interacademic contest who is delinquent in his studies.

The Academy regards the health of its students as a main consideration. The school is fortunate in its situation in a suburban city with all the advantages, sanitary and otherwise, of a modern city. The water supply is abundant and healthful. The city is almost without manufacturing industries so that the air is free from smoke and other impurities. The City's Board of Health is most efficiently administered. There are many miles of well laid walks that make exercise a pleasure. The Academy building and the dormitories are evenly and thoroughly heated by steam.

Recitation rooms for the most part have a southern exposure. The nervous strain of class work is reduced to a minimum by the ten minute intermission for relaxation between recitations, by blackboards of roughened surface tinted green on which talc crayon and dustless erasers are used. Unusual precautions have been adopted to secure safety in case of fire.

Provision is made for health talks to young men and women assembled separately, discussing especially the hygiene of the life of the student. In the event of serious illness a resident of Evanston has access to the best medical and surgical skill. Northwestern University has arranged with the Evanston Hospital, one of the best in the state, for the care of students who may be seriously ill. The hos-

## Health

# EVANSTON ACADEMY

pital is complete and modern in all its appointments. On advice of the physician, the principal of the Academy arranges for the transfer of the student to the hospital, notifying the parent or guardian of the action taken. Most gratifying results have attended the use of the hospital by the University. It may be of interest to note that the two beds in the hospital subsidized by the University are not occupied one-half of the year, though there are many hundreds of students in the College, Academy and School of Music.

## Day Students

Many students in Evanston and vicinity find the arrangement of the hours of Academy classes especially convenient. The recitations are grouped as far as possible in the morning from eight o'clock to fifteen minutes past twelve. This adjustment makes it possible for most students to be at home for lunch. The afternoon if not used for laboratory work at the school is left free for study and recreation.

Evanston is well provided with excellent restaurants easily accessible to those students who live quite a distance from the school but have afternoon class appointments. Adequate time is allowed for lunch.

## Study Room

When students are not engaged in classwork they are required to use their time in the Library of the school. This room is large, well-lighted and tastefully decorated. A good working reference library is at the service of students. Throughout the morning hours the Library is under the supervision of a monitor.

The students of the Academy publish *The Bear*, an illustrated annual, a creditable reflection of the life of the school.

## Alpha Delta Tau

In June 1907 a chapter of Alpha Delta Tau was formed in the Academy. This organization corresponds in secondary schools to Phi Beta Kappa in universities. Thus far the fraternity is open only to young men and election to it is determined by excellence in scholarship and by nobility of character. It is the highest honor that can be awarded to a young man at graduation, and has proven a potent stimulus to scholarship. The fraternity is not a social organization and is open only to graduates of the school.

Chapters of the fraternity have been organized in Jacob Tome Institute, The Phillips Exeter Academy, The Phillips Andover Academy, Evanston Academy, Penn Charter School, Centenary Collegiate Institute, and Brooklyn Polytechnic Institute, and is to be extended to other leading secondary schools.

The following students were elected to Alpha Delta Tau in June, 1909: Albert Rufus Bergesen, Walter Arthur Bressmer, Harold Johnson Clark, Allen Eugene Denton, Frederick August Johnk, Gordon McIntosh Lawson, Bert Carlyle McCulloch, Bert Israel Miller, William Allan Swim.

# NORTHWESTERN UNIVERSITY

Regular tuition in advance, a half year . . . . .	\$36.00
For sons and daughters of ministers in actual service, in advance . . . . .	27.00
Laboratory deposit for chemistry, subject to refund, a semester . . . . .	7.50
Fee covering one year's subscription to school paper, "The Academician," payable by <i>all</i> students . . . . .	1.00
Fee covering athletics and other school enterprises, payable by <i>all</i> students, a semester . . . . .	1.00
Locker fee, per annum, (25 cents being returned on deposit of locker key) . . . . .	.50

## Expenses

Payment is required at the beginning of the semester. Checks in payment of bills should be drawn to the order of Northwestern University. To avoid the expense of exchange charged by the Chicago Clearing House Association on checks drawn on banks outside of that association, it is suggested that checks in payment of Academy bills be drafts on Chicago banks. No tuition fee will be refunded except in case of illness. In this event the student will procure from the principal of the Academy an excuse from attendance, and also, from a physician, a certificate of the inability of the student to remain in school, in which case one-half the tuition fee will be refunded if the student cancel his registration before the middle of the semester.

In comparison with many secondary schools the expenses are very low, while the standards and facilities here are often much better. A fairly economical student should be able to confine his necessary expenses, including tuition, board and room, to between \$350 and \$450. Extravagance in expenditure is strongly discouraged by the school authorities.

Students are required to engage accommodations provided for them in the several halls for young women and in Hatfield House, the dormitory for boys, so long as these accommodations are available. The fees for these halls are announced in paragraphs in this catalogue entitled "Hatfield House" and "Residence of Young Women," page 34.

## Living Expenses



A DINNER PARTY  
AT HATFIELD



# EVANSTON ACADEMY



HATFIELD HOUSE



A HATFIELD GROUP

## Hatfield House

The Academy Dormitory for Young Men

Residence  
of  
Young  
Men

The Academy is indebted to Mr. James A. Patten, of Evanston, for equipping this dormitory for the school. The building was originally constructed from funds secured by the Rev. Robert M. Hatfield, D.D., whose devotion to the University is recognized in the name given to the edifice.

Hatfield House is situated on Sheridan Road, the favorite pleasure drive to the north of Chicago and Evanston, facing the University Library and tennis courts, one block from Lake Michigan, and five minutes' walk from Fisk Hall, where the recitations of the school are conducted. The site is most healthful and attractive.

The house is a brick structure three and one half stories in height, accommodating about thirty students. The building is modern in its appointments. It is heated by steam, lighted by electricity, equipped with a large and efficient filter to insure the purity of the drinking water, with shower baths and the best type of lavatories on each floor. The ventilation is excellent. Fire escapes and apparatus are modern in character and are adequate in quantity. The dining service is adjusted to the special needs of students for wholesomeness and variety. An attractive parlor or living room gives domesticity to the house.

The students' rooms are usually single, or in suites of three,—separate sleeping rooms and closets with combination study for two students. All the rooms are well lighted, have high ceilings, and are provided with the usual furniture of a student's room. The House has telephone connection with the lines of the Chicago (The Bell) Telephone Company (Evanston, No. 538).

The New University gymnasium, open to all Academy students, is a stone's throw from Hatfield House.

# NORTHWESTERN UNIVERSITY

The house is under the general supervision of the House Master, a member of the Academy faculty, who endeavors to serve the resident students through friendly association and counsel. The regulations governing the House are as few as will secure to students the proper direction of their time and energy as members of the school. Regular study hours are appointed. The use of tobacco in any form is not permitted in the house.

The house will be opened for the school year on Monday of registration week in September, the first meal being served Tuesday noon. A few articles that are personal to each student should be brought from home: napkin ring, two laundry bags, sofa pillows, and other room decorations. Baggage should be marked with the owner's name and "Hatfield House," University Campus, Evanston, Illinois. The Academy reserves the right to assign rooms to students or to revise assignments in the interest of the house. New applicants will be required to present certificates of character and of work done in other schools before assignments of rooms will be made. Applicants for rooms are responsible for them for the full academic year, but should illness or other event beyond the student's control necessitate his withdrawal before the end of the semester, the House will divide the loss with the student. One-half the annual fee is payable on or before Saturday of registration week in September and the balance by the first Saturday of the second semester in February.

As the accommodations of Hatfield House are very limited, early application should be made for rooms. Students desiring assignments after all rooms are taken will have their names placed on a "waiting list," will be assisted to secure good accommodations with responsible householders in town, and will be admitted to Hatfield as soon as there are vacancies.

The Academy publishes a special circular showing the floor plans of the House with prices for rooms and giving further details regarding the dormitory. This circular will be sent on application to the principal.

Residence in the house will do much to secure for its occupants the advantages of regularity in study with consequent benefits in classwork; such a knowledge on the part of the faculty of the student's daily life and tastes as will enable the school to do all possible for his welfare; helpful association with others who have similar aims, with the establishment of friendships that will remain through life; the stimulus and guidance that may be given by the House Master in relations with the students.

Academy young men rooming "in town" are expected to conduct themselves with due regard to their own best interests as well as to those of the school. Reports are made by householders on blanks supplied by the Academy office. Information is required regarding the student's habits of study, his orderliness about the house, frequency of visitors during study hours, absence from town, church attendance, removals, and any other matter requiring the attention of the principal. This system has disclosed a condition of orderliness and

# EVANSTON ACADEMY

industry among the students. The school will be prepared at any time to make report to parents or guardians if students are not making proper use of their time and privileges at the school.

In private residences in Evanston board may be had in clubs for \$4.00 to \$5.00 a week. Room rent costs from \$1.00 a week to \$1.50 for each occupant, usually two in a room. Board with room in families costs \$5.00 to \$7.00 a week. Evanston is equipped with restaurants where wholesome food is served at reasonable rates.

## Residence of Young Women

Young women attending the Academy and not residing in their own homes are under the general supervision of the Dean of Women of the University.

Those who are unable to secure accommodations in the women's dormitories are required to ask permission to room elsewhere, using blanks that will be furnished for this purpose. The consent of the principal should be obtained before rooms are engaged. Young women and young men are required to room in separate boarding houses.

The Academy faculty makes a careful examination of the homes in Evanston that wish to receive young women students and consent is given to engage accommodations only in homes whose character is known and approved. The school will require frequent reports from the householders regarding the general life of the students residing with them.

The character of these Evanston homes and the tone of the young women coming to the Academy are such that parents may have confidence in the provision made for their daughters.

## Women's Dormi- tories Mostly for College Women

*Willard Hall*, the largest of the three women's dormitories, is under the immediate oversight of the Dean of Women, who lives in the building and associates with the residents as a friend and adviser.

Academy students may be admitted to Willard Hall if there are vacancies at the opening of the year, but this hall is reserved primarily for the young women of the College of Liberal Arts.

Correspondence regarding rooms in Willard Hall should be addressed Willard Hall, Evanston, Illinois.

*Pearsons and Chapin Halls.* For those young women who cannot meet the expenses of Willard Hall, provision is made at Pearsons and Chapin Halls up to the limit of their accommodations. The last two named are in charge of an association of ladies, incorporated as the Woman's Educational Aid Association, who canvass the claims of all applicants for admission, and have a friendly supervision of them while in school. Applicants must not be less than *seventeen* years of age. Pearsons and Chapin Halls are convenient and well-furnished homes, and afford accommodations for about sixty students each. The lighter household work is done by the young women, under the charge of a competent matron.

Board for the school year will be \$125.00, payable in equal quarterly install-



# NORTHWESTERN UNIVERSITY

ments at the beginning and middle of each semester. This amount covers furnished room, light, fuel, and the washing of a dozen plain pieces a week--each young woman does her own ironing.

For admission to Pearsons or Chapin Hall, address Corresponding Secretary of Woman's Educational Aid Association, Evanston, Illinois. A deposit of five dollars is required when the application is filed. *It is advisable to address the Secretary by the December preceding the September in which the student expects to enter.*

A few students are aided every year by small loans, not exceeding in any case fifty dollars in one year, from the funds of the Board of Education of the Methodist Episcopal Church. These loans are made to young men or young women who are members of the Methodist Episcopal Church. They are payable within two years after the end of the student's school life.

Loan  
Funds

A fund called the Student's Loan Fund is administered by the faculty of the University *through its Committee on Loan Funds*. From this fund loans are made to deserving Academy students (without regard to denominational affiliation) for temporary relief in unexpected emergencies. These loans are always payable not later than the opening of the following school year. Information regarding the place and times at which the Committee will receive applications for loans will be furnished by the principal of the Academy.

In the summer of 1910 the Academy will offer selected courses that will give the same credit as courses taken in the regular academic year. It is probable that there will be courses in advanced mathematics, French, German, Latin, English, and history. The work will be intensive. The course will occupy six weeks, five days to the week. No student will register for more than two courses unless the work is review work, and most students will be recommended to take but one course. The attempt will be made to complete the work of an ordinary semester in a six weeks' term. It is apparent, therefore, that the class work will be full and exacting and preparation must be correspondingly diligent and extensive.

The  
Summer  
School

The summer term will begin Monday, June 27th, closing August 5th. The fee for one course will be \$15, for two or more courses at the rate of \$12.50 a course.

These summer courses are recommended for those who wish to complete their preparation for college in less than four calendar years, for those who may desire reviews for college entrance examinations, or for those who have conditions to be removed.

## Miscellaneous Information

The school year is divided into two semesters of two quarters each. The dates of opening, and closing, and of vacations, are stated in the calendar, page 2. Recitation hours are fifty minutes in length. Ten minutes' intermission is given

The School  
Year

# EVANSTON ACADEMY

between classes. Prompt and constant attendance is required at all class exercises. The first and last days of the term are of such special importance that only the most imperative reasons should require the absence of students at those times.

## Patronage of the School

The patrons of the school come from many states and foreign countries, yet it is a fact of interest that the Academy has a significant number of students from its own county, where it comes into intelligent comparison with free public schools that are among the best in the land. About one-half the total enrollment are students from Evanston and Chicago.

## Absences

No student is permitted to absent himself from any required exercise—recitation, chapel or church attendance, without accounting for this to the principal. Excuses for all absences are to be presented on printed blanks to be secured at the office, and should state definitely the date of each exercise from which excuse is desired. *Students living at home are required to bring from home written requests for excuse for absences.* Excuses should always, when practicable, be presented in person and before the absence occurs. When this is impossible, the student should present his written explanation on the first day he resumes his school work. Should illness or other cause necessitate an absence of several days, explanation should be sent to the office promptly by a friend, by mail or by telephone.

## The Office

It is the intention of the principal that the office shall not be solely a necessary piece of machinery. It is hoped that the students may resort to it for any service that it may render,—for advice concerning studies or daily life, for miscellaneous information,—in short, that it may serve as a clearing-house for all that concerns the student. The office invites correspondence concerning any matters not made clear herein, and all such letters should be addressed to “Principal Helm, Fisk Hall, Evanston, Illinois,” who will give them his personal attention.

## Social Events

Social gatherings of Academy students are under the supervision of the University Committee on Social Life of Students, of which the principal of the Academy is a member. Request for such gatherings will be made of the principal, and should be made at least one week before the date appointed for the event. The request will give details as to time, place, chaperonage, character of the party, etc.

## Co-education in the Academy

Co-education in the Academy is in the judgment of the faculty on its most salutary basis. The number of young men in the school is three times that of the young women. Young men and women are associated in all the interests of the school; but the faculty discourages immoderate frequency of social events. Occasionally the general assembly of students or chapel session meets in two sections, the young women with the women teachers, the men with the men teachers. Topics are then discussed that are not so appropriately brought before the whole body of students.

# NORTHWESTERN UNIVERSITY

No Academy student is permitted to establish or retain membership in any high school or academy fraternity, or to have social or other affiliations with any college fraternity. Students are required on registering in the Academy to subscribe to the following pledge:

Fraternities

I promise, without mental reservation, that I will have no connection whatsoever with any secret society, and will not be present at the meetings of any secret society so long as I am a member of Evanston Academy. In giving this pledge I understand that I hereby agree to hold myself aloof from the acceptance of social favors proceeding from any secret societies or provided in the interest of such societies, and to refrain from intimacies that would tend to develop my interest more with one fraternity than with another, or would give my acquaintances the impression that I am peculiarly intimate with the members of any fraternity.

## Summaries, September 1909 – March 1910

	Men	Women	Total
Academy Students. . . . .	307	101	408
College Students in Academy . . . . .	81	61	142
Music Students in Academy . . . . .	5	24	29
Seminary Students in Academy . . . . .	13	...	13
	<hr/>	<hr/>	<hr/>
	405	185	592

## Summary by States and Countries

Evanston . . . . .	152		
Cook County, outside of Evanston . . . . .	195		
Illinois . . . . .	91		
	<hr/>		
	438		
California..... 2	Montana..... 5	Pennsylvania..... 6	China..... 3
Colorado..... 1	Nebraska..... 8	South Dakota..... 6	England..... 1
Indiana.....11	New Jersey..... 1	Tennessee..... 1	Germany..... 1
Iowa.....18	New York..... 5	Texas..... 4	Korea..... 1
Kansas..... 3	North Carolina..... 1	Washington..... 3	Mexico..... 4
Kentucky..... 1	North Dakota..... 5	West Virginia..... 1	New Mexico..... 1
Michigan.....10	Ohio..... 6	Wisconsin.....20	South America..... 1
Minnesota..... 8	Oklahoma..... 1	Africa..... 1	Straits Settlements... 1
Missouri..... 4	Oregon..... 1	Canada..... 4	Turkey..... 1
Total . . . . .	592		



# EVANSTON ACADEMY

## Students 1909-1910

Ackerburg, Harry A.	Bressmer, Walter A.	Cutting, Aaron Barrows	Gates, Byron Dudley	Hograba, Fannie Eda
Akin, William Sanford	Bringedahl, Joachim G.	Daily, Francis Leo	Gephart, John S.	Holden, Florence E.
Albright, Walter	Brock, Crawford F.	Dale, Paul Barton	Gillies, Gordon C.	Holgate, Eleanor
Allen, Alden Percy	Brodfehrer, Oscar M	Davey, Clarence P. J.	Gleeson, Jules	Holgate, Robert B.
Allen, George Brannan	Bronson, Reid R.	David, Rehame H.	Goessele, Ruth Joyce	Hollett, Roderic P.
Allison, James Burton	Brown, Edwin Julian	Davis, Richard Thomas	Goldberg, Philip	Holt, Henry Knowles
Allison, Vivian Thomas	Brown, Floy Mariette	Dawes, Neil Booker	Goltz, William Emery	Holton, Margaret B.
Altenburg, Ernest E.	Brown, LaFora Eugene	Dawson, Robert Earle	Goodreds, William P.	Horner, Marie
Altman, John S.	Brown, Raymond R.	Dedolph, Glenn Ernest	Gostelow, Anna Belle	Horton, William Arthur
Ambler, Frank Irvin	Bruce, Jean Kathryn	Deeke, Alma Emma	Grabbe, Werner H.	Hotchkiss, Mary C.
Ambrrose, Kirk	Bruce, Robert Grant	Deeke, Amanda	Graham, Arthur R.	Houchin, Emanuel G.
Anderson, Nelson C.	Budlong, Kenneth J.	DeShazo, Susie Leverne	Grant, Addison W.	Hovey, Helen Marie
Anderson, Vincent N.	Buffington, David L.	Dietsch, Gertrude	Graves, Lester Samuel	Howat, Mary Agnes
Andrews, Elizabeth	Bunch, John James	Dix, Jesse William	Graves, Nathaniel Van	Howe, Stephen Rollin
Andrews, Jerome Edson	Bunch, Worley Scott	Dixon, Grace Manning	Gray, Frances Marshall	Hoyt, Joseph Daniel
Annett, Thomas H.	Burch, Arthur C.	Donahoo, Harry J.	Gray, William Jasper	Hulvish, Clifford Leo
Armbruster, Homer B.	Burdick, Earl Franklin	Dong, Sukkee	Grove, James Frederick	Hulbush, Ida Montana
Arnold, Paul M.	Burkholder, Elizabeth	Dorner, Dorothy Alice	Guernsey, Theodora	Hulbush, Nora Louise
Aspegren, Herman W.	Burmeister, John C., Jr.	Downey, Bradford	Guevara, Edward	Hummel, Gertrude A.
Atwell, William J.	Bush, Rachel Duncan	Drake, Sanford P.	Guilliams, Gordon B.	Huntoon, Milton C.
Bagshaw, Roy Boulton	Butcher, Mary E.	Drinkwitz, Carl A.	Gunther, Anita Ibles	Huston, Willis Albert
Bakken, Bernt Olson J.	Byxbee, Beatrice	Driskill, Edith Lorena	Guthrie, Caroline	Hyatt, Raymond J.
Bandel, Harry	Cady, Ruth	Dufford, Ray Theodore	Guzman, George A.	Hybarger, Flora Ellen
Barth, Carl W.	Campbell, Gertrude B.	Dunn, Harold Bruce	Guzman, Sergio B.	Hyde, Ethel Claire
Baumann, Christian W.	Campbell, Margaret	Dyrenforth, Dorothy	Haefliger, William H.	Jackson, Philbrick W.
Baylie, Carolyn Isabelle	Campbell, William R.	Earl, Paul J.	Hagopian, Nerses H.	Jacob, Gottlieb F.
Beaton, Matthew, Jr.	Carlson, Alfred William	Eastman, William H.	Hahn, Edmund Francis	Jacobsohn, Herman
Beckwith, Ed. Simpson	Carlson, Charles A.	Eaton, Jonathan Chase	Hairgrove, Edward N.	James, Hubert Edgar
Beitel, Claude Fremont	Carlson, Florence Irene	Eddingfield, Ruth H.	Halberg, Edwin Anton	James, Maurice Alton
Bellis, Chas. Wesley	Carlson, John	Emery, Myrtle	Halberg, Oscar Julius	Janes, John Gonzalez
Benjamin, Harry Webb	Carlson, Robert C.	Erickson, Carl Johan	Hale, Carrol Dwight	Jefferson, John
Bennethum, Verna M.	Carr, Charles Lewis	Evans, Charles, Jr.	Hallen, Harry B.	Jenkins, Alma May
Benson, Bernhard	Carter, Gertrude	Ewald, Gladys	Hampson, Philip F.	Jenkins, Catherine E.
Benz, Theodore Martin	Carter, Eleanor C.	Fahs, Jean	Hansen, Wilbur	Jennings, Elizabeth V.
Berger, Alvin Gustave	Casparian, John S.	Fahs, Raymond Ziglar	Harbert, Horace C.	Jensen, Peter Ferdinand
Berry, Loren Murphy	Chamberlin, Lewis C.	Falcon, Myrtle N.	Harlow, Frank Arthur	Johnson, Andrew N.
Birkeland, Harold	Chapman, Walter Case	Falder, Leland Earl	Hart, A. Everett	Johnson, Charles Elmer
Bishop, Clarence	Chouteau, Marianne J.	Faltz, Harold Albert	Hart, Herbert Stanley	Johnson, Christ
Blackall, Dorothy M.	Christiansen, Martha E.	Farlow, Paul Raymond	Hart, Lincoln Edward	Johnson, Gertrude A.
Blair, Charlie Eugene	Clancy, Velma Clare	Ferris, Leslie Charles	Hatfield, Margaret	Johnson, John Fenton
Blair, Edwin Beason	Clark, Florence Fisher	Field, Howard Edward	Hatterman, Lucille G.	Johnson, Merriitt M.
Blair, Mary Constance	Clemes, Stanley Wilson	Fielding, Edward	Hauptfuehrer, W. H.	Johnson, Oscar E.
Blake, Edgar Lawton	Coble, Elmer C. D.	Fielding, Myrtle C.	Hauser, Warren C.	Jones, Lawrence M.
Bletsch, Waldo F.	Cockrell, Frank Parsons	Fife, Rose Agnes	Haviland, F. Robert	Jordan, Viola
Bock, Henry William	Cogswell, Clarence M.	Fitzgerald, Frances M.	Heggie, Barbara F.	Justice, William Arthur
Bohn, Ralph Maxwell	Colledge, Edward W.	Fleet, Daniel Herbert	Hein, Gordon Egan	Kahlo, Lucille Agnes
Bomberger, Paul Spayd	Collyer, Herbert David	Flick, Oka	Heles, Peter John	Kahn, Arthur Saul
Bonbright, Dora J.	Coney, Hicks Carlisle	Foerster, John Saber	Helikson, Daniel	Kaiser, Alice MacK.
Bonbright, James C.	Connard, Nellie	Fogleman, Lura Mae	Hemenway, Margaret	Kaphen, William Alfred
Booz, Charles S.	Connor, Frank Leroy	Ford, Hinsdale Charles	Herben, George Foster	Keene, Alice Lambert
Booz, William Aschom	Corrie, Bennie Dick	Forman, Edna Laura	Herben, Stephen J., Jr.	Keene, Phillips Brooks
Borchers, William F.	Coye, Mary Ethel	Forrey, Richard L.	Heuer, Arthur	Keiser, Wilbert Carl
Bowman, Johnston A.	Craig, Elizabeth Emma	Fosdal, Siglijoin	Hiestand, Elizabeth	Kellogg, Laura Corinne
Boyer, Helen Dorothy	Craig, John	Foster, Elinor	Hilander, Arthur C.	Kellogg, Marjorie E.
Boyd, William Bowland	Craig, Willis Green	Fox, Anna Stewart	Hill, Lewis Blanchard	Kendall, Arthur Chester
Bragg, Kendal B.	Crouse, Sara E. D.	Frank, Adolph Mitchell	Hill, Ned Rice	Kerr, Fred L.
Brasmer, William Otto	Crow, Horace Haight	French, Charles L.	Hingeley, John W.	Kidder, William Jerome
Bray, Edith E. M.	Crowell, Joseph A., Jr.	Frisbie, Roger	Hinsdell, Oliver Edwin	Kietzer, Edmund E.
Breeden, Ralph Ballard	Cummings, Jacqueline	Furness, Dwight R.	Hippach, Howard H.	Kilbury, Mabel Rachel
Breeden, Richard G.	Curran, Russell David	Galpin, William F.	Hodges, Constance E.	Killen, Charles Wesley
Bremer, Louis Jacob	Curtis, Edward	Gardner, Dorothy Aver	Hodgkins, Katharine B.	Kimble, Gertrude S.
Breneisa, H. McLane	Cushing, John Francis	Gardner, Elizabeth	Hoff, Reva Clair	Kircher, Edward H.

# NORTHWESTERN UNIVERSITY

Kirk, John Balderstone	Mendsen, Jessie M.	Pettit, Lola Genevieve	Sheets, Fred Hill	Van Winkle, Edith
Kirkpatrick, Mabelle	Menge, August Charles	Phillips, Julian P.	Shenk, Arthur B.	Vater, Margaret
Kittleman, James R.	Mercer, Herman Josiah	Phillips, William B.	Silvers, Francis	Vereide, Abraham
Koenig, Leah Frances	Merrell, Leila Virginia	Pierson, Vera May	Slayton, Jane Lydia	Vilella, Ernest
Kohin, Mary Millicent	Merritt, Louise Annetta	Pifer, Harry Charles	Slinde, Francis Leonal	Vinyard, Middie M.
Kranebell, Wilbur R.	Meyer, Blanche T.	Pike, Hazel Ugene	Simpson, Richard H.	Vocke, Lawrence J.
Kraus, George H.	Meyering, Wanda G.	Pixler, Wellington C.	Skewes, Harvey J.	Vogleson, Katherine E.
Kretsinger, Mildred H.	Mertz, Ella L.	Platt, Emily Belle	Slocum, Elizabeth G.	Wagner, Frederick C.
Krumsick, Leslie B.	Miller, Bert Israel	Port, Margaret G.	Smith, Angeline Elise	Walker, Blanche V.
Laiblin, Martha F. M.	Mills, Edgar Stuart	Potter, Earl Frederick	Smith, Carl August	Walker, Ina B.
Landon, Clare	Moats, Stewart B.	Pow, Mun Cheuk	Smith, Edwin Oscar	Walker, Sidney V.
Langdon, Alvillah	Moffett, Anna E.	Power, Marvin Dunbar	Smith, Harvey P.	Wallock, Anthony M.
Langdon, Seth Chapin	Mogg, Edgar Heartwell	Pratt, Dorothy	Smith, Margaret P.	Walsh, Francis A.
Lange, Edward L.	Monson, Alvin Otto	Pratt, Evelyn Bronson	Smothers, Isaac Alonzo	Walsh, Percy H.
Larimer, Joseph McM.	Montague, Alexander P.	Pratt, George Wesley	Smythe, Thomas H.	Walthers, Karl C.
Larsen, Lawrence W.	Moore, Andrew J.	Pratt, Howard Fels	Southworth, R. G.	Ward, Albert Henry
Lavery, William James	Morrill, Nahum	Preston, Genie J.	Spies, Chester Boeck	Ward, Josiah Frank
Leck, William Adam	Morris, Harold Orville	Price, Ernest Edwin	Stabler, Lloyd Jesse	Ward, Mabel Lucy
Leong, Shong Koh	Morrison, Arthur J.	Prince, William Jasper	Starnes, L. B.	Ward, Walter
Letzter, Margaret C.	Muckian, Peter Francis	Pursell, Murat Gillesby	Startzman, Clyde Kress	Warren, George Henry
Levanger, George	Munyer, Abraham E.	Rader, LeRoy Anthony	Staudman, Winifred	Warren, Vincent
Lighthart, Viola Ruth	Murphy, Foster McK.	Ramsey, William Ray	Steadman, Lena M.	Weis, Ezra Herman F.
Lind, Esther Charlotte	Murray, Millicent A.	Randall, Winslow H.	Stinson, Jeannette M.	Wies, Leroy Louis
Lobdell, Cora Bertha	Nash, William Endress	Rapp, Ruby	Strader, Ralph Merritt	Weller, Arno Louis
Loizeaux, Paul Andrew	Nelson, George Ansley	Ratchiff, William A.	Strang, Ethel Mary	Wells, Frances Mary
Long, C. Sterry	Neville, Robert	Raymond, Frederick D.	Strong, Olive French	Wertenberger, Ivan
Loring, Elsie Brown	Nevitt, Mildred E.	Reber, Lloyd	Stubbins, Howard W.	Wetz, Howard James
Lum, Arthur Chee	Newell, Andrew Dubois	Reebie, Arthur William	Studley, Ruth Barry	Wheaton, Clayton Cook
Lynch, Josiah P.	Newkirk, George H.	Reebie, Ethel Louise	Studley, Violette Hazel	Whelan, Mitchell J.
McCale, John V.	Nichols, Louise MacK.	Reece, Howell	Sundeen, Arthur Simon	Whitcomb, Carter P.
McCarthy, Agnes	Nickel, Edwin John	Reed, John Watford	Sutcliffe, Ruth	Whitcomb, Franklin L.
McClure, Charlie Lewis	Nickel, Henry Oswald	Reed, Vincent M.	Swartz, Jerrold F.	Widney, Willard A.
McClure, Ethelda	Nolta, Lucy Belle	Rice, Eugene B.	Sweet, Genevieve Ellen	Wilkins, Frederick H.
McCullum, George M.	Norton, Frederick W.	Richards, Ralph B.	Tangen, Clarence A.	Wilkey, Roscoe Stanley
McDonald, Hazel F.	Nyden, Johan August	Ries, Howard Cuyler	Taylor, James	Wilkie, Robert Thomas
McDonald, Helen W.	Nye, Russell G.	Riley, Albert Nelson	Taylor, Samuel	Williams, Edgar Paul
McDonald, Ronald	Nyquist, Reuben Emil	Riley, Mabel Clare	Templeton, Ethel M.	Williams, George P., Jr.
McElveen, Eva Lillian	O'Laughlin, Joseph L.	Robbins, Hazel M.	Terry, Charles Roy	Williams, Richard K.
McFadden, Florence M.	Oliver, L. Arvilla	Robertson, Donald G.	Thomson, James Ellus	Williams, Weir
McGuire, Walter J.	Omeara, Allan Richard	Robins, Fitz-James	Thorn, John Clint	Wilmarth, Chester H.
McKay, James Robert	Orr, James Warren	Rockefeller, Alfred J.	Thorsen, Arthur V.	Wilson, Edith Blanche
McKee, Brown	Packard, Vernon Wing	Rodock, Roy Edgar	Tjomsland, Bennie R.	Wilson, George W.
McKerchar, Florence A.	Page, Fannie Belle	Rood, James Quan	Tondevoid, Harry H.	Winchell, Dorothy
McKerchar, Roy M.	Palmer, Ruth C.	Rosenberger, Bessie W.	Tong Chew	Winchell, Verne Hedges
McMains, Erma Zoe	Parker, Carle Gwin	Ross, Ames Wolcott	Trainor, Margherita M.	Windisch, Robert W.
McMaster, Stewart	Pattullo, Margaret D.	Ross, Frederick Gordon	Traxler, Dean Lake	Winger, Stover Carl
McMoy, Annie Laurie	Paull, Myra Eva	Rutledge, Anna Neave	Truscott, Basil R.	Witherstine, Hattie R.
McNamara, Jay J.	Paullin, Laura V.	Rutledge, Ralph M.	Tseo, Fuchen	Wolf, Ethel Hattie
McNeill, Malcolm R.	Pearce, Mildred Carrie	Scheuer, Selma F.	Tully, Helen Adelaide	Wolford, Darwin H.
McRoberts, Mildred	Pearson, Pauline	Schuett, Walter William	Uhl, Earl Roland	Wood, Joseph Hooker
Marshall, Harry L., Jr.	Penman, Ida Mae	Schintz, Walter Schager	Underwood, Pierson	Woodard, James W.
Marshall, John Ridgely	Perkins, Eleanor Ellis	Schupp, Roswell B.	Upton, James Gregory	Woodmansee, C. McG.
Mason, Helen Iris	Petersen, Lillie Marie	Shumway, Jesse G.	Upton, Ruth Marion	Woods, John Claire
Meagher, John C.	Peterson, Arvid L.	Scoles, Donald	Vanderlip, Charles H.	Wright, Ethel May
Mecartney, Fanny	Peterson, Harold Hill	Scott, Dorothy Louise	Van Engers, Louis	Zeis, Andrew Paul
Meisner, Nathalie	Peterson, Mildred C.	Seaman, Maurice L.	Van Ryper, Frances	Zuckerman, David

## Graduating Class, 1909

Walton Sercomb Bell	*Harry Joseph Clafford	Allen Eugene Denton	Elizabeth Gardner
William Leslie Bell	Celia Lucile Clark	Earl Burrus Dickerson	*Harry Gauss
*Albert Rufus Bergeson	*Harold Johnson Clark	Warren Zachary Earl	Rov Seales Gradle
*Walter Arthur Bressmer	John Kitteridge Coolidge	*Louise Mann Frost	Robert Campbell Greenwood
Helen Hoagland Chapman	Charles Elton De Kalb	Charles Evans, Jr.	William Thomas Gueno

# EVANSTON ACADEMY

Theodora Guernsey  
 \*Flora Bathsheba Hardin  
 \*Clara Theresa Haubold  
 Margaret Hemenway  
 Theodore William Jerston  
 Frederick August Johnk  
 Lucille Johnson  
 Marvin Alfred Johnson  
 Thomas Z. Jones  
 James Robert Juvinall  
 Oscar B. Kercher

Raymond Clarence Lamke  
 \*Harold Otis Larsen  
 Gordon McIntosh Lawson  
 Frances Eastman Locy  
 \*Bert C. McCulloch  
 \*Vernia Marks  
 Norma Lucile May  
 \*Bert Israel Miller  
 Josephine Nichols  
 Walter Olin Nichols

George Beal Orlady<sup>†</sup>  
 Harry Franklin Orvis  
 Leila Verne Palmer  
 Grace Jane Patten  
 Ernest Edwin Price  
 Sidney Mitchell Roberts  
 Ruth Madeline Russell  
 Frank Joseph Sauer  
 George Anderson Scanlan  
 Lloyd Jesse Stabler

William Allen Swim  
 George Franklin Thomson  
 James Ellus Marius Thomson  
 Elizabeth Irvana Tucker  
 Gale Henry Upstone  
 William Lawrence Van Sant  
 Edith Naomi Voorhees  
 Raymond McElwain Wallace  
 Mabel Lucy Ward  
 Clarence Beryl Werts

NOTE.—Names marked with (\*) are of students entitled to honors for high rank in scholarship.

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# Northwestern University

☞ THE COLLEGE OF LIBERAL ARTS, located at Evanston, in an ideal college community, offers special preparation for the professions, and for pursuits requiring broad training.

☞ THE MEDICAL SCHOOL is one of the oldest, largest, and best equipped. Seven hospitals are open to students. Clinic material is abundant.

☞ THE LAW SCHOOL, the oldest law school in Chicago, offers unexcelled library facilities and special courses that prepare for immediate practice in any state upon graduation.

☞ THE COLLEGE OF ENGINEERING has its own building just completed, beautifully situated, a model of efficiency. Offers courses in all branches of Engineering. Technical studies in a University environment.

☞ THE SCHOOL OF PHARMACY offers a scientific training in Pharmacy, Chemistry, and Drug and Food Analysis. Special courses for Drug Clerks.

☞ THE DENTAL SCHOOL offers expert training in theory and practice. Facilities are unsurpassed. Its clinic is the largest in the world.

☞ THE SCHOOL OF MUSIC affords a scientific preparation for music as an accomplishment and a profession. It is located at Evanston.

☞ THE SCHOOL OF COMMERCE provides instruction in economics, elementary and corporation finance, commercial law and accounting. Many lecturers from business and professional life.

☞ EVANSTON ACADEMY prepares for college, for engineering, for professional schools, and for business.

**N**ORTHWESTERN  
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GENERAL CATALOGUE  
EVANSTON  
ACADEMY

NORTHWESTERN  
UNIVERSITY  
BULLETIN

FEBRUARY  
1911





## Evanston Academy

**E**VANSTON ACADEMY is peculiarly fortunate in its environment. The building, Fisk Hall, is on the shore of Lake Michigan, so near to the waves, in fact, that a part of the foundation of the structure rests on land reclaimed from the lake. All about the school, on the campus, and in the town, are natural beauty and educational stimulus. The University and Academy were first on the ground; a city of 22,000 people has grown up around them. The University and the moral and civic forces of the city have common ideals. The University is proud of its communal environment; the town recognizes its debt to the institution. Many a student has come to the schools from abroad and has remained to make Evanston his permanent home.

EVANSTON  
ACADEMY

NORTHWESTERN  
UNIVERSITY

General Catalogue

EVANSTON ILLINOIS

# EVANSTON ACADEMY

<i>Calendar</i> <i>1911</i>	THIRD QUARTER (SECOND SEMES- TER) begins .....	Tuesday, February 14
	WASHINGTON'S BIRTHDAY, HOLIDAY...	Wednesday, February 22
	SPRING RECESS .....	Monday, April 10, to Friday, April 14, inclusive
	FOURTH QUARTER begins .....	Monday, April 17
	DECORATION DAY, HOLIDAY .....	Tuesday, May 30
	COMMENCEMENT .....	Monday, June 12, Tuesday, June 13
	SUMMER VACATION BEGINS .....	Wednesday, June 14
	SUMMER SCHOOL .....	June, July, August
	FIRST QUARTER (FIRST SEMESTER) begins .....	Monday, September 18
	REGISTRATION DAYS .....	Monday and Tuesday, September 18 and 19. Hours 9-12, 2-5
	RECITATIONS BEGIN .....	Wednesday, September 20, 8 a. m.
	THANKSGIVING RECESS .....	Thursday, November 23 to Sunday, No- vember 26, inclusive
	SECOND QUARTER begins .....	Monday, November 27
	CHRISTMAS RECESS .....	Saturday, December 16 to Tuesday, January 2, 1912, inclusive
<i>1912</i>	THIRD QUARTER (SECOND SEMES- TER) begins .....	Tuesday, February 13
	WASHINGTON'S BIRTHDAY, HOLIDAY ..	Thursday, February 22
	SPRING RECESS .....	Saturday, April 6, to Sunday, April 14, inclusive
	FOURTH QUARTER begins .....	Monday, April 15
	DECORATION DAY, HOLIDAY .....	Thursday, May 30
	COMMENCEMENT .....	Monday, June 10, Tuesday, June 11
	SUMMER VACATION BEGINS .....	Wednesday, June 12
	<i>Special examination days to make up conditions: Saturday, April 15, 1911; Saturday, September 16, 1911; Saturday, April 13, 1912.</i>	
	<i>Committee of the Board of Trustees of Northwestern University on the Academy:</i> JOSIAH J. PARKHURST; MERRITT CALDWELL BRAGDON, A.M., M.D.; GEORGE PECK MERRICK, LL.B.; JOHN P. McWILLIAMS; JOHN CHARLES FLOYD, D.D.	



# EVANSTON ACADEMY



THE ACADEMY was established in 1860 by the trustees of Northwestern University to provide instruction adequate to the preparation of students for the high standards of work in the College of Liberal Arts of the University. From its inception college preparation has been its main purpose; but its curriculum has been well adapted to the needs of those who enter immediately on practical life or professional study. At present new emphasis is laid on preparation for technical schools and for business. Most of the graduates of the school have entered colleges and universities. A student in the school is therefore stimulated by constant association with a large number of young men and women seeking the fullest preparation for life.

The school has had the advantage of a continuity of traditions. It has had but eight principals in a half century and but three since 1873. A good share of its instructors have continued in service year after year, adapting themselves with increasing adequacy to the requirements of the school and the students. In fifty-one years ten thousand students have received instruction in its classes.

More important than the site or equipment of a school is its general spirit or tone. The prevailing spirit in the Academy is one of earnestness and goodwill. For many in the school attendance entails much sacrifice. Many students are working their way either wholly or in part; the class room demands concentration of endeavor; the chapel services seek the moral quickening of the school; the literary societies provide discipline in clear thought and expression and in parliamentary law. This earnestness is tempered by a moderate number of social appointments—the Christian League, receptions, class sociables, and joint meetings of men's and women's literary societies.

The school is maintained by this University to provide in the Middle West a secondary school the equal of any. It welcomes all students of good character and suitable preparation, but does not invite or retain those who lack serious purpose.

The school recognizes good will as an important asset. The faculty studies to secure it, knowing that once attained it elevates and strengthens every phase of school life. Faculty and students co-operate in every way. A mutual feeling of trust, courtesy, and friendship is cherished. As far as possible, students are trusted with the administration of the matters that interest them.

The Academy regards its students as young men and women of earnest purpose, in attendance upon the school to fit themselves for a useful life. The school gives to each individual the largest liberty consistent with the interests of his own work and that of others, a policy which it is believed will best develop self-reliance and maturity of character. In return the loyal interest of the student in the school is marked and permanent. This spirit provides an ideal atmosphere for

Historical

General  
Spirit  
of the  
School

# EVANSTON ACADEMY

the pursuance of the school work, and at the same time develops a spirit of self reliance on the part of the students which gives them a most valuable asset in their life-work.

## Instruction in the Academy

The Academy is peculiar in the character of its instruction. The school is not satisfied to secure teachers whose knowledge is just sufficient for their class work. Men and women of advanced special training and of broad culture constitute the faculty. An unusual number of the instructors have received advanced degrees from one or another of the leading universities in this country and abroad and have supplemented their scholastic acquirements by foreign travel.

Scientific meetings and journals of the learned societies are used by the instructors to secure in their own fields the latest results of scholarship and suggestions to be applied in the class work of the Academy. Teachers in the Academy have a special stimulus in close association with the corresponding departments of the College of Liberal Arts of the Northwestern University and therefore have ready access to advanced courses of study that vitalize their own work. Such a faculty brings to students not only the subject matter of a lesson but breadth of view and the atmosphere of liberal culture.



FISK HALL.—This building is the recitation hall of the Academy. It contains class-rooms, chapel, library and study-room, and literary society rooms—most of the activities of the School under one roof.

The faculty endeavors to secure the best results from students by their own fulness of preparation for the day's work, by clothing the subject with interest, by clearness of presentation, by stimulating alertness of mind in the students and arousing the questioning attitude, by establishing in the class a spirit of confidence and co-operation. The instructors make their teaching a profession, are

# EVANSTON ACADEMY

devoted to it and desire only to make themselves of the fullest service to their students in whom they seek to have an abiding intellectual, moral, and personal interest.

The Academy is situated in the city of Evanston, twelve miles north of Chicago, directly on the shore of Lake Michigan. Evanston is connected with Chicago by the Milwaukee division of the Chicago & Northwestern Railway. Electric transportation is provided by the Northwestern Elevated Railroad, by a surface line from Chicago to Evanston, and by the Chicago and Milwaukee Electric Railroad.

Loca-  
tion

The population of the city is about 25,000. Evanston is unusually free from immoral influences. The Charter of the University prohibits the sale of intoxicating beverages within four miles of the seat of the University.



THE NEW GYMNASIUM—This building and its appointments are the best that money can buy. The building serves as gymnasium, field-house, social centre, and auditorium.

The city of Evanston has a large population of intelligent people and offers to students many advantages for profitable instruction and culture outside of the school curriculum, especially in churches, concerts and lectures.

The city presents many opportunities to those who are compelled to earn means for their education. Evanston is one of the most attractive cities in the country; its natural beauty, local pride, and well administered government make it a place of residence peculiarly helpful and inspiring to students. Of importance is the proximity of the school to the educational privileges of Chicago. Though that city is too remote to be a place of frequent resort for students, it is near enough to supplement in a liberal way all the facilities for study enjoyed at Evanston. Especially advantageous are the libraries, the Art Institute, the Field Museum, and the large and varied musical opportunities of the city.



# EVANSTON ACADEMY

As a center of some of the greatest problems of our national life, Chicago is of peculiar interest to students. The administration of the school seeks to bring students into intelligent contact with the problems of the city and of society in general and to stimulate a desire for well directed social service.

The Academy is on the University campus and profits by the proximity of students engaged in the higher studies; by free access to the various auxiliaries to the work of the college, the library, museum, observatory, gymnasium and athletic fields; by facility in combining courses of study in the Academy with others in the Schools of Music, Oratory and Theology.

Few schools possess the equipment that this one does, owing to its being an integral part of the University. In addition to the buildings and material advantages, there are the lectures, concerts and recitals, and the inspiration to secure a college education, derived from nearness to the College of Liberal Arts. A student attending preparatory schools not thus happily situated, is deprived of many needful advantages.

## Equipment

The Academy is situated on the University campus, in the heart of Evanston, less than one hundred feet from the shore of Lake Michigan. The building faces Sheridan Road, the favorite drive from Chicago along the North Shore. The grounds adjacent to the Academy are ample and present extensive views of the Lake. A varied flora, the grove of stately oaks and the Lake make a campus of unusual beauty.

Fisk Hall, the gift of Mr. William Deering, was erected in 1898 for the use of the Academy. The south front extends one hundred and eighty feet, and the greatest depth is one hundred and thirty feet. It contains fifteen recitation rooms each accommodating from thirty to fifty students, three laboratories, six parlors for literary societies and the Christian League, a study room accommodating one hundred students and containing a library of reference books, and a chapel with a pipe organ and a seating capacity of seven hundred and fifty.

## Libraries

The following libraries are at the service of students: the Orrington Lunt Library of the University of over 75,000 bound volumes and 50,000 pamphlets, the library of the Garrett Biblical Institute of about 25,000 bound volumes and 4,500 pamphlets, both on the campus; the Evanston Public Library of over 45,000 volumes, but a few blocks from Fisk Hall. At all of these libraries Academy students enjoy expert assistance in the use of books.

To the above mentioned library facilities may be added the great libraries of Chicago—the Chicago Public Library, the John Crerar Library and the Newberry Library, offering to students a total of more than 500,000 volumes.

## Laboratories

The school is well furnished with laboratory facilities and endeavors from year to year to keep the equipment modern and complete.

The department of physics occupies six rooms in the Academy building: laboratory, lecture-room, shop, dark room, apparatus room, and office. The laboratory is furnished with steam, gas, electricity, water, a seconds clock, and triplicate sets of apparatus.

# EVANSTON ACADEMY

The lecture table is provided with gas and water, with a projectoscope and screen. Direct and alternating dynamo and storage battery currents are supplied from a well equipped switch-board in the lecture room. The shop, used chiefly for the construction and repair of apparatus, is supplied with sets of metal-working and wood-working tools, including a small power-lathe, operated by a two-phase, one-horse-power induction motor.

The chemical laboratory is situated in Fayerweather Hall of Science, and includes on the main floor, a lecture-room, seating sixty; a reading room, a laboratory for general chemistry and qualitative analysis, with forty-six tables; a laboratory for quantitative analysis, with twelve tables, a balance-room, the instructor's office and private laboratory, and an assistant's room; in the basement a general store-room with four tables equipped with special conveniences for water analysis.

The biological department occupies three rooms on the ground floor of Fisk Hall,—recitation room, office and laboratory. The last is lighted by windows on three sides, is provided with two center tables supplied with water and gas, and has cases for glassware and apparatus and table accommodations for thirty-two students working at a time. The further equipment consists of compound and simple microscopes, vertical camera, microtome, incubator, hot air and steam sterilizers, glassware and reagents, a small collection of insects and an herbarium of the local flora. The recitation room is furnished with a lantern for the projection of lantern and microscopic slides. A large room in the basement is used



THE SOUTH CAMPUS—The view shows University Hall, the main College building, the beautiful shade of the campus, the fountain and stone seat, gifts of classes. It means much to Academy students to be in University environment.

# EVANSTON ACADEMY

for storage and the keeping of live animals. A small green-house (7x34 ft.) has been constructed recently.

The typewriting room is equipped with new machines.

The office is in possession of modern manifolding devices which may be used in the instruction of classes.

The University Museum in University Hall contains large collections illustrative of anthropology, botany, geology, mineralogy, and zoölogy. In some departments it is peculiarly rich. Its materials are available for the purposes of illustration in Academy classes.

## The Gym- nasium

The Northwestern gymnasium, just completed, is now in use. No institution in the country enjoys better facilities for all forms of physical exercise. Provision for athletic sports is afforded by an indoor field. This field is provided with dirt floor, surrounded by a ten-lap running track 12 feet wide. The dimensions of this field are 215 by 120 feet, without obstructions, the roof being supported by immense steel arches rising 54 feet at the highest point. Two full-sized baseball diamonds may be laid out within the track. Six tennis courts might be placed in this field. The field is heated in cold weather and insures opportunity for athletic games and indoor track work at any season. A gymnasium with floor space of 7,200 square feet is equipped with all necessary apparatus for class work. On the north side of this large room is a smaller room to be used for boxing, fencing, wrestling, and exercise on special apparatus. On the south side



THE EVANSTON LIFE SAVING CREW OUT FOR DRILL.—Several Academy students earn their way by services on the Crew, the only crew in the government's life saving service composed only of students. And their record is an enviable one.



# EVANSTON ACADEMY



WEST END OF FISK HALL, SCIENCE HALL,  
AND THE SPIRES OF UNIVERSITY HALL—  
Academy students have their chemistry in Science  
Hall, and look forward to the time when they shall  
enter University Hall as College students.

of the second story are the baths and lockers, and a large rest room for women; a stairway leads from this rest room to the pool below. A beautiful swimming pool, 60 x 25 feet, complete with filter and heating apparatus provides for aquatic exercise. Shower baths and locker rooms for the men are in the basement. A large club room for men, offices, and coat room occupy the north half of the first floor. The corridor, 36 feet wide, through the center of the main building is used as a trophy room and general social room. By the provision of a large kitchen on the second floor and a lift, the large gymnasium room, the small gymnasium room, and the large social room may be connected into banquet halls at pleasure.

## Admission

The applicant must be at least *thirteen* years of age, and it is expected that he shall have completed the ordinary common school branches. In general it is for the advantage of students to enter in September, but they are admitted at any time thereafter, preferably, however, at the opening of the quarter in December, February or April. Students are urged to enter for the full academy course immediately after finishing the eighth grade, thus gaining the advantage of consecutive study.

*A student applying for admission to the school will bring with him or send in advance a certified statement of work done in the last school attended, with record of*

# EVANSTON ACADEMY

*deportment or certificate of honorable dismissal.* This certificate will be accepted in lieu of entrance examinations, but must be presented before registration is completed. A student who cannot present such credentials may file a letter of recommendation from his pastor or other responsible person. Dental work and equipment of clothing should be fully attended to before entering.

The admission of a student implies on the part of himself and his parents an agreement to abide by all the rules and regulations herein set forth, and any others that may be adopted by the school from time to time.

## Advanced Standing

A student applying for advanced standing (i. e., entering after the first year of the Academy course) should present at the principal's office full and detailed records of work pursued in other schools of high school or academic grade, together with statement of satisfactory deportment in the school last attended. Blanks for this purpose are provided by the Academy office.



THE ACADEMY ORCHESTRA—Academy students are fortunate in having association with others of varied tastes. There are many good musicians in the School and in 1909-10 it had the best orchestra in its history.

# EVANSTON ACADEMY

Credit is given on the Academy records for work done in other schools after the successful completion of one semester's work, "successful" being interpreted to imply at least passing grades in the line of work in which credit is sought. Any teacher may require an examination in a subject in which credit is sought, in order to satisfy himself of the student's knowledge in the subject. On an appointed date early in the second semester of the student's attendance he will present his credits to the Committee on Advanced Credits for valuation and record. Students desiring credit in laboratory science, such as botany, zoölogy or physics, should bring with them their note-books containing the original record of work in the laboratory. Whenever possible the note book should have the certification of the instructor under whom the work was done. All students seeking advanced credit in English must present from their former schools a detailed statement of the English classics studied. Any classics included in the Academy English course in the years for which credit is sought but not contained in the statement submitted, must be made up to the satisfaction of the English department. The Academy requires that a student to be a candidate for graduation shall have been in attendance at the school long enough to have secured credit in at least three units of work.

The applicant is assisted by the principal or other members of the faculty in the selection of studies and the adjustment of registration. No student is admitted to classes until his registration is approved at the office. **Registration**

A student is ordinarily expected to take at least sixteen hours of recitation work in the week. Two hours in the laboratory are estimated as equivalent to one hour in recitation. Those whose health is not vigorous or who must spend much time in labor for self-support should not take full registration. Changes of registration during the school year may be made only after consultation with the principal.

Permission to register for more than eighteen hours is a privilege, and is not granted unless the principal is satisfied that the student can carry the whole work creditably. A student may not be permitted to register for more than twelve hours, if he is engaged in such outside work as will make a serious drain on his time or energy.

Weekly reports of delinquency in classwork are made by the faculty to the principal and by him to the homes of the students. These reports are made the basis of such readjustments of registration as seem wise.

Examinations are held at various times during each quarter, as well as at its close, but they are not allowed to overshadow the importance of regularly well prepared daily work, as any student may be excluded from examination whose daily work has not been satisfactory. **Examinations**

When a student's absences during any quarter, in any study, amount to *one-sixth* of the total requirement of class hours in that study, his registration in that subject will be cancelled and the privilege of examination denied unless the cancelled registration be restored by vote of the faculty. When the absences amount to *one-eighth*, his quarterly grade will be marked incomplete, until a



# EVANSTON ACADEMY

special examination upon the work missed is taken at the date set for special examinations.

In the Academy records A signifies excellent; B, very good; C, fair; D, unsatisfactory but passing; F, failing; R, repeat in class. An F record may be removed by a later successful examination. But this examination must be taken before the subject or part of subject on which the student failed is again pursued in class. A second record of F or neglect to take the *second* examination, requires a repetition of the work in class. *A student is not permitted to use for graduation those records of grade D that are in excess of one-fourth of the total number of records credited to him.* Second examinations are offered only on the days announced in the Calendar (see page 2).

Reports of work done in the school are regularly sent to parents or guardians at the end of each quarter. If, however, the principal is requested to make more frequent reports, these are sent also at the middle of each quarter (eight reports to the year). The report cards should be promptly signed by the parent or guardian and returned, preferably by mail, to the Academy office.

The principal and faculty welcome at any time from the parents of students suggestions that may assist in making the school of greater service to them.



THE DEBATE TEAM, 1909-10—This team won the Interacademic championship. No talent is more to be coveted than effective public address; the Academy debating class and the literary societies are most helpful to this development.

# EVANSTON ACADEMY



ANNIE MAY SWIFT HALL—This is the building of the School of Oratory, a school that has sent out many a well equipped orator or instructor in elocution.



A LAKE MICHIGAN ICEBERG—Grand as the Lake is in summer, it gives more surprises in winter. Beautiful effects in the ice are common and never twice alike.

In the first semester classes are formed in English of the first, second, third and fourth years; algebra, elementary and advanced; geometry, plane and solid; college algebra; civics, history of Greece, of Europe, of England or United States; Latin of the first, second, third and fourth years; Greek of the first, second and third years; French of the first, second and third years; German of the first, second and third years; Spanish of the first, second and third years; physics, chemistry, botany, zoölogy,; mechanical drawing; stenography and typewriting.

In the second semester new classes are formed in advanced algebra, trigonometry; history of Rome, industrial history; and typewriting.

The classes beginning in September are often adapted to the needs of those who register at the opening of the second, third or fourth quarter. Indeed, a student may enter the school at any time and expect to find classwork to accommodate his wants, but all who can do so are urged to enter in September.

Courses  
Offered

## Officers of Administration

HERBERT FRANKLIN FISK, PRINCIPAL EMERITUS

A. B., A. M., Wesleyan University, Middletown, Connecticut.  
Phi Beta Kappa, Alpha Delta Tau. Doctor of Divinity, Doctor of Laws. Thirty-one years principal of the Academy. Professor of Education, Northwestern University.

NATHAN WILBUR HELM, PRINCIPAL

A. B., A. M. DePauw University; A. M. Princeton University.  
Phi Beta Kappa, Alpha Delta Tau. Member American Philological Association, Classical Association of New England, Classical Association of the Middle West, Executive Committee of the North Central Academic Association, Head Masters' Association. Principal of the Academy, 1909-.

HELEN CHURCH—Principal's Secretary.

MARGARET CATHERINE LETZTER—Office Secretary.

CARLA FERN SARGENT, Recorder.

LOUIS GRANT BAKER, Secretary of the Faculty.

Office Telephone, Evanston 1900.

# EVANSTON ACADEMY

## Departments and Instructors

### Latin

NATHAN WILBUR HELM—Principal and Instructor in Latin. Special student of the Latin Language and Literature and member of the Latin faculties of DePaw University, Pennington Seminary, Princeton University, and The Phillips Exeter Academy. Joint editor of Cicero's Oratotions.

ADA TOWNSEND—Instructor in Latin. A.B., A.M. Northwestern University. Phi Beta Kappa. Fellow in Latin Northwestern University. Student in American Classical School, Rome. Author of Prose Composition based on Ritchie's *Fabulae Faciles*; and First Year Latin by Correspondence.

JANE NEILL SCOTT—Instructor in Latin. A.B., A.M. Northwestern University. Phi Beta Kappa.

S. INEZ TRAXLER—Instructor in Latin. A.B. Northwestern University.

A course of four years in Latin is provided as follows:

(a) *First semester*—Collar and Daniell's First year Latin, Lessons I to XLVI. Drill in pronunciation and forms with daily written exercises in Latin. Five hours a week.

*Second semester*—Ritchie's *Fabulae Faciles*, forty pages of connected Latin reading. Continued drill in pronunciation and forms, syntax developed gradually by means of daily written exercises in retranslation. Five hours a week.

(b) Greenough, D'Ooge and Daniell's Second Year Latin, with daily exercises in Latin composition, including a thorough drill in forms. Five hours a week.

(c) D'Ooge's Cicero; six orations, including the "Manilian Law"; review of forms; D'Ooge's Latin Composition, oral and written, forms the basis for daily work in prose extending over the greater part of the year. Allen and Greenough's Grammar is used in both (b) and (c). Ovid's *Metamorphoses*. Five hours a week.

(d) Fairclough-Brown's Vergil, six books of the Aeneid, with practice in sight reading, derivation, word formation and review of forms. Five hours a week. D'Ooge's Latin Composition, Exercises for Senior Review, weekly.

In Latin composition throughout the first three years, each pupil is required to correct his own written exercise which is returned to him by the instructor with errors indicated.

Students who desire to enter advanced classes in Latin, but who are found to have insufficient knowledge of the elementary principles of forms and syntax and to lack facility in composition, will be required to review their work. Those who enter (c) or (d) without Latin composition will be required to make good the deficiency by regular classwork under a teacher. The principal strongly advises that all students study Latin at least two years and if possible four years.



# EVANSTON ACADEMY

## Greek

JOHN ADAMS SCOTT—Professor of Greek. A.B. [Northwestern University; Ph.D. Johns Hopkins University. Phi Beta Kappa. Foreign study and travel. Frequent contributor to philological journals. Professor of Greek, Northwestern University.

The course in Greek is the three-year course required for admission to most colleges. The work is arranged as follows: First year, White's First Greek Book and Gleason's Story of Cyrus; second year, Anabasis, books I, II, III, IV; third year, eighteen hundred lines of the Iliad. About eighty lessons are given to Greek composition. Careful drill in inflection and syntax are given in connection with the work of each year.

## English

ISAAC MERTON COCHRAN—Instructor in English<sup>1</sup> and Debating. A.B., A.M. University of Michigan. Extended experience as instructor in English, as public reader, and debate coach.

CLARA GRANT—Instructor in English. Ph.B. Northwestern University. Phi Beta Kappa. Student at Oxford, England. Foreign travel.

FRANCES CHRISTINE RAWLINS—Instructor in English. A.B. Northwestern University. Phi Beta Kappa.

ELIZABETH STANWOOD—Instructor in English. A.B. Vassar College.

LOTUS LUCILLE GODDARD—Instructor in English Grammar.

Throughout the English course of four years constant attention is given to the rudiments of English composition—spelling, punctuation, etc. Drill is given in correct forms of commercial and social correspondence.

English (a)—In this three-hour course, Franklin's *Autobiography*, Dickens' *A Christmas Carol*, Palmer's *The Odyssey of Homer*, Irving's *The Sketch Book*, and Shakespeare's *A Midsummer Night's Dream* are carefully read and discussed. Gayley's *Classic Myths in English Literature* is studied in connection with *The Odyssey*. Supplementary reading may be selected from the novels of Dickens and Stevenson and from Longfellow's *Tales of a Wayside Inn*.

Throughout the year composition, oral and written, is emphasized; attention is paid to construction of sentences and paragraphs, to analysis of thought, and especially to securing interest in the matter treated. At least one theme a week is required. Opportunity is freely given for personal conference between student and instructor, and every facility is offered for practice and improvement in the effective use of English.

English (b)—In this four-hour course, one hour each week is devoted to rhetoric and theme writing; the other hours are given to the close study of several English classics, including Scott's *Lady of the Lake*, Arnold's *Sohrab and Rustum*, Hawthorne's *Twice-Told Tales*, Shakespeare's *The Merchant of Venice*. Further selection may be made from the following list: Scott's *Ivanhoe* and *Quentin Durward*, Hawthorne's *The House of the Seven Gables*, Blackmore's *Lorna Doone*, Webster's *The First Bunker Hill Oration*, and Shakespeare's *Twelfth Night*.

The composition work is intended to give the student a thorough drill in all matters of rule, and in the written and oral expression of thought with clearness,

# EVANSTON ACADEMY



THE BASKET BALL TEAM, 1909-10—This was a good team, made a good record, and, like other Academy athletic teams, conducted themselves as gentlemen and true sportsmen. The right sort of athletics is a real aid to character.

force, and some degree of elegance. For drill in punctuation and sentence structure Fansler's *Exercises in English Form and Diction* is used. This course includes personal conference with the instructor concerning written work.

English (c)—In this four-hour course the study of composition is based upon Brooks and Hubbard's *Composition and Rhetoric*. One formal theme a week is required, supplemented by other written work, to be corrected in conference with the instructor. The reading of themes in class, with oral criticism and general discussion, is frequent.

From the list of college entrance requirements, the following masterpieces have been selected for critical study: Shakespeare's *Julius Caesar*, *The Sir Roger de Coverley Papers*, Pope's *The Rape of the Lock*, Coleridge's *The Rime of the Ancient Mariner*, George Eliot's *Silas Marner*, Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*, and Lowell's *The Vision of Sir Launfal*. Pancoast's *Introduction to English Literature*, or a

# EVANSTON ACADEMY

similar text-book, is used throughout the year for a study of different periods represented by the classics read.

Other classics are chosen for general reading, certain recitation periods being given to each in addition to outside work; the choice is made from the following list and regularly includes more than half: Shakespeare's *As you Like It*, Dryden's *Mac Flecknoe*, Macaulay's *Life of Johnson*, Gray's *Elegy*, Goldsmith's *The Deserted Village*, *The Vicar of Wakefield*, and *She Stoops to Conquer*, Irving's *Life of Goldsmith*, George Eliot's *Adam Bede* or *The Mill on the Floss*, Mrs. Gaskell's *Cranford*, Thackeray's *Henry Esmond*, and Lamb's *Essays of Elia*.

English (d)—In this four-hour course theme writing is emphasized; two written articles a week are required, one of which is a formal theme and is corrected in accordance with the criticisms of the instructor, in personal conference. A portion of the time is given to the practical study of punctuation, rhetorical principles, and the character of the English vocabulary. Some of the more important facts in the history of the English language are learned through outside reading, reports, lectures, and class discussions. All these different phases of work are given in connection with the study of the required classics, which is accompanied by work in some such manual as Halleck's *History of English Literature*. The classics studied are Shakespeare's *Macbeth*, Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*, Burke's *Speech on Conciliation*, Carlyle's *Heroes and Hero Worship*, and DeQuincey's *Joan of Arc* and *The English Mail Coach*. In addition to this work, a chronological study of English poetry is made, the students being required to present written reports on definite poetic periods or on certain poems of each of the prominent poets. For this work, Pancoast's *Standard English Poems* is used as a text.

For supplementary reading, selections are made from the following list: Chaucer's *Prologue to the Canterbury Tales*, Spenser's *Faerie Queen*, Carlyle's *Essay on Burns*, Washington's *Farewell Address*, Macaulay's *Essays*, Bacon's *Essays*, Emerson's *Essays*, selected poems from Browning, and selected novels of Eliot, Dickens and Thackeray.

## German

LOUIS GRANT BAKER—Instructor in German. A.B., A.M. Northwestern University. Student at Paris, Berlin, and Leipzig. Fellow in German, Northwestern University, 1906-1907. Member of Modern Language Association. Absent 1911-1912.

German (a)—Thorough drill in pronunciation, grammar based on Fraser and Van der Smissen's *Grammar* (40 lessons), supplemented by other drill work. Practice in dictation, memorizing of poems, easy sentences, and idioms.

Reading of graded selections, Guerber's *Märchen und Erzählungen*, Seligman's *Altes und Neues*, Bacon's *Im Vaterland*, and Storm's *Immensee*. Five hours a week.

German (b)—Review of Grammar, completion of Fraser and Van der Smissen, Bernhardt's *Composition*. Conversation based on *Immensee* and *Im Vaterland*. Reading of about 450 pages of prose and drama including Storm's *Immensee* and *In St. Jürgen*, Auerbach's *Brigitta*, *Der Zerbrochene Krug*, by



# EVANSTON ACADEMY

Zschokke, Moser's *Bibliothekar*, Wildenbruch's *Das Edle Blut*, Baumbach's *Der Schwiegersohn*, or Schiller's *Wilhelm Tell*. Five hours a week.

## French

MARIE BELLE BENTON—Instructor in French. A.B. Northwestern University.

French (a)—Grammar based on Aldrich and Foster's Elementary French. Sym's Easy French Stories. Translation of one easy French play or novel. Five hours a week.

French (b)—Grammar based on Aldrich and Foster's Elementary French. Conversation and composition based on François' Introductory Composition. Reading: Halévy's *L'Abbé Constantin*, Labiche and Martin's *La Poudre aux Yeux*, Merimée's *Colomba*, Labiche and Martin's *Le Voyage de Monsieur Perichon*. Five hours a week.



LUNT LIBRARY—Here Academy students have access to more than 125,000 books and pamphlets, to a large file of periodicals, and to expert direction in the use of books, a fine privilege. What better habit than that of good reading?

## Spanish

Approved students who have completed two years in Latin or French may be admitted to classes in Spanish. Details regarding the course will be given by the principal. A special fee may be required.

# EVANSTON ACADEMY

## Mathematics

LLOYD CLINTON HOLSINGER—Instructor in Mathematics (and Athletics). A.B., University of Michigan. A.M. Northwestern University. Sigma Xi, Alpha Delta Tau.

LEWIS OMER—Instructor in Mathematics (and Athletics). B.S. University of Illinois. Head of Mathematics Department, Oak Park (Ill.), High School, 1903-1910.

GEORGE WASHINGTON FURREY, Instructor in Mathematics (and Physics) Ph.B. University of Michigan.

The courses in mathematics offered are as follows:

(a) *First Year Algebra*—Five hours a week throughout the year. The course includes algebra through quadratics. To be preceded by arithmetic.

(b) *Higher Algebra*—Four times a week, one semester. Includes a review of algebra (a), ratio and proportion, progressions, binomial theorem, and logarithms. Geometry (a) and algebra (a) are required for admission to algebra (b).

(c) *College Algebra*—Four times a week, one semester. Algebra (a), algebra (b), and geometry (a) are required for admission to College Algebra.

(a) *Plane Geometry*—Four times a week throughout the year. Algebra (a) is required for admission to plane geometry.

(b) *Solid Geometry*—Four times a week, one semester. Algebra (a) and geometry (a) are required for admission to solid geometry.

*Trigonometry*—A four-hour course of one semester is offered in plane trigonometry.

## Physics

GEORGE WASHINGTON FURREY—Instructor in Physics (and Mathematics). Ph.B. University of Michigan. Extended experience in teaching in public schools. Professor of Mathematics, Mount Morris College, 1899-1909.

The work in physics is open to third and fourth year students. Those who enter upon it should have a working knowledge of the metric system, and of the elements of algebra and plane geometry. The course includes a study of plane motion, and of the elements of dynamics. Especial attention is given to wave motion as a basis for the study of sound, heat, electricity, and light, which are taken up in the order given. Students are expected to perform about sixty experiments, mostly quantitative, which are carefully reported in a notebook to be submitted to the instructor for criticism. The plotting of curves to show the relation between the physical quantities involved is made a prominent feature of laboratory work. The study of electricity occupies one-fourth the time of the entire course, and is practical in every detail. Three hours a week are given to recitations and two two-hour periods to laboratory work.

## Chemistry

ABRAM VAN EPPS YOUNG—Professor of Chemistry. Ph.B. University of Michigan. Graduate student and fellow in chemistry, Johns Hopkins University; assistant in chemistry, Harvard University. Professor of Chemistry, Northwestern University.

A course in general chemistry is offered in the fourth year of the Academy course, especially for students who require this subject for preparation for col-

# EVANSTON ACADEMY

lege or engineering school. At least five hours each week are spent in the laboratory. Other hours are reserved for lectures. The latter part of the course presents an introduction to quantitative analysis. The text-book used is Young's Elements of Chemistry.

The course in chemistry is recommended for all students preparing for scientific work and especially for those who expect to enter engineering or the medical profession. The equipment of the laboratory is thoroughly adequate.

The student preserves the results of his experiments in a notebook, which is submitted to the instructor for criticism.

## Biology

LEWIS HART WELD—Instructor in Biology. A.B. University of Rochester; A.M. University of Michigan. Graduate student at Cornell University. Phi Beta Kappa, Alpha Delta Tau. Member of American Association for Advancement of Science.

**Botany** Three hours of recitation and two two-hour periods of laboratory work a week are required through the year. Bergen's Foundations of Botany is used as a text. The work consists of recitations, informal talks, reference reading and the preparation of short papers, together with the detailed examination of material in the laboratory and the making of careful laboratory notes and drawings. Whenever possible, knowledge of the life processes of plants is arrived at by means of experiment, these experiments being performed by one or two students for the benefit of the whole class. About thirty such experiments are performed during each semester. Aside from the cultural value of the botanical information and the training in actual observation and clear statement, one aim of the course is to point out the many practical applications of botany and general biological principles to the affairs of every day life.

The first semester deals with the individual plant. The following topics are considered: the morphology and germination of seeds, chemical contents of



A PANORAMA OF THE CAMPUS—This panorama gives a bird's eye view of grounds and buildings of the academy. The dormitories are to the west. This cut is a poor representation of the actual view from the Lake shore. Could t



# EVANSTON ACADEMY

seeds, foods, structure and functions of roots, soils, buds, winter twigs, types of stems and microscopic structure of simple two stems.

The second semester deals with the structure and function of leaves, photosynthesis, the supply of nitrogen, and then passes to a rapid survey of the whole plant kingdom. About two weeks are spent on bacteria and their relation to decay, disease, and their beneficial rôle in the various industries. Representative species are studied in the fungi (especially those of economic importance, such as the rusts and moulds). The life histories of liverwort, moss and fern introduce the idea of alterations of generations and the course concludes by tracing this idea up into the flowering plants.

The course may be entered at the beginning of either semester.

Two hours of recitation and four hours of laboratory work a week are required throughout the year. Four hours of field or museum work are thought to be equivalent to two hours of laboratory work. Linville and Kelly's Text-book in general Zoölogy is used. The method is much the same as in botany but much more reference reading on assigned topics is required. A knowledge of how to make use of the libraries and of how to do independent laboratory work is prerequisite to the course. The aim is to furnish an introduction to the study of animals, their structure, habits, and life histories. Attention is called to general biological principles and the larger questions which naturally arise in such a study. Its relation to human affairs is frequently emphasized so that the course may lay the foundation for a better understanding of human physiology or serve as a preparation for professional courses.

Zoölogy

The work begins in the fall with the study of insects. In the winter the vertebrates are studied and in the spring the numerous invertebrate groups. Trips are usually made to the University and Field Museums and to the Academy of Sciences and collections of living animals in Lincoln Park.



only. Hatfield House, the Gymnasium, and the playing field are to the north. Music Hall and the women's of the campus. The University grounds stretch for half a mile along the more delightful situation?

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## History

CARLA FERN SARGENT—Instructor in History. A.B. Northwestern University; A.M. Cornell University. Phi Beta Kappa. Scholarship student at Cornell University. Foreign travel. Member American Historical Association, and North Central History Teacher's Association.

LOUIS C. WEST—Instructor in History. B.S. Northwestern University. Instructor in Alliance, (Ohio), High School. Graduate student in History, Northwestern University.

Instruction is offered in the history of Greece, Rome, Europe, England and the United States. The courses in Grecian and Roman history, civics, and industrial history extend through one semester, each of the other courses through the year. The department requires frequent written exercises of a character intended to develop precision and judgment and facility in using books. Geography is emphasized in all courses, both outline and sketch maps being used. Selections from the sources are used constantly, as well as illustrative matter.

*Ancient History. First semester*—Grecian History, with some preliminary study of oriental history. Five hours a week. Text books for 1910-1911: Botsford's History of Greece, Seignobos' History of Ancient Civilization. Source Material: Ulysses among the Phaeacians (Odyssey), Sophocles' Antigone, Plutarch's Agesilaus, Aristotle's Athenian Constitution, Xenophon's Hellenica, Polybius on Achaean League, the last four in excerpts, published in pamphlet form, edited by Professor Fling.

*Second semester*—Roman History. Five hours a week. Text-book for 1910-1911: Botsford's History of Rome, Seignobos' History of Ancient Civilization. Source material: Munro's Source Book of Roman History. The courses in ancient history are offered every year.

*European History.* The history of Western Europe from the battle of Adrianople to the present. Five hours a week throughout the year. Text-book 1910-1911: Robinson's History of Western Europe. Source Material: Robinson's Readings in European History, one volume edition.

This course is given in 1910-1911 and in alternate years with civics and industrial history.

United States History and English History are elective, and open only to third and fourth year students who have had ancient history or European history, preferably both.

*United States History.* Given 1910-1911 and in alternate years. The course presupposes a knowledge of the main facts of the subject, such as is secured in a thorough course in the grade or grammar schools. A large amount of collateral reading is required, both in the sources and in secondary works. Reports on the reading and frequent papers on assigned subjects must be submitted. Four hours a week throughout the year. Text-book for 1910-1911: James and Sanford's American History.

*English History.* Given in 1909-1910 and in alternate years. The work of the course follows in general the same plan as in United States History. Five

# EVANSTON ACADEMY

hours a week throughout the year. Text-book 1909-1910: Cheyney's Short History of England. Source material: Cheyney's Readings in English History.

**Civics—*First semester*** The first part of the work will be given to the study of the United States governmental system, with comparisons with the leading European governments. The latter part of the course will consist of a study of the government of Illinois. The growing importance of city government will also be emphasized. Much collateral reading will be required. Text-books for 1909-1910, Hart, Actual Government; Greene, Government of Illinois.

**Industrial History *Second Semester***—The purpose of this course is to show the student the origin and development of our present industrial system and to give an understanding of the nature of the problems arising from our modern system. The chief emphasis will be placed upon the development in the United States. An important part of the work will consist of special reports by students upon assigned topics. Text-book for 1909-1910, Bogart, The Economic History of the United States.



LAKE SIDE PARK—Most of the Lake Front in Evanston is open to the public. Here is a part of it that is becoming more beautiful every year. Fisk Hall in the background.

## Bookkeeping and Penmanship

AUBREY SHANNON MOORE—Instructor in Bookkeeping, and Penmanship. Expert in commercial science and experienced bookkeeper.

The course in bookkeeping covers the entire year, five hours a week. Actual business forms will be used in all of the work so that the student may become familiar with drafts, notes, bills of sale, or mail orders. The work includes besides the ordinary single and double entry exercises, accounts of wholesale grocery, commission and shipping, wholesale dry goods, and corporations.



# EVANSTON ACADEMY

If there is sufficient demand, instruction is provided in penmanship during the first semester, two hours a week. A practical business hand is taught and constant exercise in good penmanship is required.

## Stenography and Typewriting

HELEN CHURCH—Instructor in Stenography. Experienced office stenographer and instructor in stenography.

The course in stenography is pursued throughout the year, four hours a week in class. The instruction is practical in every way. The course has been given for the special service of Academy and College students in note-taking or in self-support. In typewriting the touch method is used. Accuracy is the first consideration, but careful attention is given to the development of speed.

## Mechanical Drawing

ALVIN PERCY BRADLEY—Instructor in Mechanical Drawing. B.S. Northwestern University. Special student of mechanical drawing and civil engineering. Practical experience as draughtsman.

The first year's work consists of free-hand lettering, the construction of geometrical figures, sections, intersections, and the development of the surfaces of solids, the entire year's work having for its object a knowledge of the instruments which the student uses. Four hours a week.

In the second year the intersections of solids are continued, followed by working drawings, conventional representations of bolts and screw threads, and machine drawing, the dimensions being taken from apparatus in the shop. Throughout the course particular attention is paid to lettering, as it is in this respect that so many are weak. Four hours a week.

To the ordinary student the work is of benefit in the cultivation of habits of neatness and accuracy and in the expression of ideas in drawings. For the student who expects to take courses in engineering, mechanical drawing will provide a good foundation for later work in machine drawing.

## Manual Training

If there is sufficient demand, a course in manual training will be instituted in September 1911.

The object of manual training, as here taught, is not to fit a student to enter a mechanical trade, but to cultivate the geometric imagination, a habit of accurate observation, and some degree of manual skill. In all work exact dimensions are prescribed and a degree of precision is insisted upon which insures a thorough understanding of each exercise and a proper use of tools.

## Music

Classes for instruction in the rudiments of music and in (vocal) sight reading are held in Music Hall. A fee of \$1.50 a quarter is charged. The classes meet for half-hour periods. Academy students have the privilege of attending the

# EVANSTON ACADEMY

numerous faculty and student recitals at the School of Music free of charge. Further opportunity for advancement in music is offered by the Evanston Musical Club. A fair voice and a rudimentary knowledge of music are the requirements for admission, and a small fee is charged. To those desirous of paying more particular attention to the study of music, the School of Music provides extensive courses in voice, piano, organ and orchestral instruments, as well as in harmony, musical history, counterpoint, composition, etc. For full details see Circular of the School of Music.

The students maintain an orchestra, under the direction of a competent leader furnished by the school. This affords valuable musical instruction without additional expense to the members. Membership is open to all who pass the



A LATIN CLASS-ROOM—The class-rooms of the Academy are not large—intentionally so. The classes themselves are small, the instruction correspondingly personal. The decorations themselves of the rooms are used as aids to instruction.

instructor's judgment. The following instruments can be used: violin, viola, mandolin, guitar, banjo, mandola, drums, piano, 'cello, clarinet, cornet, trombone, flute, piccolo. Others will be considered by the instructor. Each year the orchestra gives several successful concerts.

If there is sufficient interest, a glee club is organized each year under a competent director.

## The Literary Musical Course

A course of literature and music, to be distinguished by an appropriate diploma may be arranged in which music takes the place of four units of the usual requirements (See pages 27, 28.) Music (preferably piano) to be accepted for such credit must be pursued continuously and satisfactorily for four years, requiring two lessons a week and not less than two hours a day of study and practice. Students in this

# EVANSTON ACADEMY

course pay the Academy tuition of \$84.00 per annum. They pay also for their music tuition according to the "Special Student Fees" charged in the Music School, minus a rebate of \$20.00 per annum. Students who pursue this course need to take at least one year more of work in the Academy to fulfill all the requirements for *entrance to college*, music not being accepted in the usual program for college preparation.

## Courses of Study

### The General College Preparatory Course

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a)	1 English (b)	1 English (c)	1 English (d)
2 Algebra (a)	2 Geometry (a)	2 Latin (c), French, German or Greek (a)	2 Algebra (b)
3 Latin (a)	3 Latin (b)	<i>Two of the following:</i> History, Zoölogy, Physics, Second foreign language	3 Latin (d), Greek, French or German (b)
4 Botany	4 Ancient History		<i>One of the following:</i> History, Zoölogy, Physics, Chemistry, second language

### Course Suggested in Preparation for the Study of Medicine, Pharmacy or Dentistry

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a)	1 English (b)	1 English (c)	1 English (d)
2 Latin (a)	2 Latin (b)	2 German (a)	2 German (b)
3 Botany	3 Zoölogy	3 Physics	3 Chemistry
4 Algebra (a)	4 Geometry (a)	4 Ancient History	4 Algebra (b)

### Course Recommended in preparation for the Study of Law

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a)	1 English (b)	1 English (c)	1 English (d)
2 Latin (a)	2 Latin (b)	2 German or French (a)	2 German or French (b)
3 Botany	3 Ancient History	3 European History	3 U.S. or English History
4 Algebra (a)	4 Geometry (a)	4 An elective	4 Algebra (b)

### Course Required in Preparation for the Study of Engineering

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a)	1 English (b)	1 English (c)	1 English (d)
2 Latin or French (a)	2 Latin or French (b)	2 German (a)	2 German (b)
3 Mechanical Drawing	3 Ancient History	3 Physics	3 Chemistry
4 Algebra (a)	4 Geometry (a)	4 Algebra (b), and one of the following: Geometry (b), Algebra (c), Trigonometry	4 <i>Two of the following:</i> Geometry (b), Algebra (c), Trigonometry
	5 Mechanical Drawing		



# EVANSTON ACADEMY



THE TENNIS COURTS—Here for a small fee every student has the opportunity for physical exercise in this fascinating sport. The ground is capacious enough usually to admit all who wish to play.

Students completing the course of study in the Academy are admitted on certificate to the College of Liberal Arts of Northwestern University. Certificates of the Academy are accepted as well at any of the colleges in any part of the country which admit on certificate. The principal and a special committee of the Academy faculty give attention to the registration of students intending to enter college or technical school, so that preparation may be made to the best advantage. The school prides itself upon its ability to prepare students to enter any college, and upon the records of its graduates who have gone to college.

The School is a member of the North Central Association of Colleges and Secondary Schools which adjusts the standards of work in the institutions of the Middle West, and also of the North Central Academic Association.

Fifteen units of work are required for graduation with diploma. A *unit* is equivalent to a year's work in any one subject with recitations four or five times a week. A student having a condition of not more than two units receives a *certificate of credits* and is entitled to register in the College of Liberal Arts of Northwestern University.

## Requirements for Graduation (Fifteen Units)

- (1) All units, equivalent to seven and one-half, included in Group A. (See below.)
- (2) Four units from Group B.
- (3) Three and one-half additional units from Group B, C, or D.

### GROUP A

1-4. *English Language, and Literature* (a), (b), (c), (d)—a four-year course. Three units.

# EVANSTON ACADEMY

5-7. *Mathematics*—*Algebra* (a), *Algebra* (b), one and one-half units; *Plane Geometry*, one unit. Two and one-half units.

8. *History*—A one-year course—preferably Greek and Roman history. One unit.

9. *Laboratory Science*—one year, preferably physics. One unit.

GROUP B			GROUP C			GROUP D		
10.	<i>Greek</i>	(a)	25.	<i>College Algebra</i>	(c)	41.	<i>Industrial History</i>	
11.	<i>Greek</i>	(b)	26.	<i>Plane Trigonometry</i>		42.	<i>Bookkeeping</i>	
12.	<i>Greek</i>	(c)	27.	<i>Solid Geometry</i>	(b)	43.	<i>Stenography and</i>	
13.	<i>Latin</i>	(a)	28.	<i>Botany</i>			<i>Typewriting</i>	
14.	<i>Latin</i>	(b)	29.	<i>Zoölogy</i>		44.	<i>Manual Training</i>	
15.	<i>Latin</i>	(c)	30.	<i>Biology, (½ year each</i>		45.	<i>Mechanical Draw-</i>	
16.	<i>Latin</i>	(d)		<i>of Botany and Zo-</i>			<i>ing</i>	
17.	<i>French</i>	(a)		<i>ology)</i>		46.	<i>Freehand Drawing</i>	
18.	<i>French</i>	(b)	31.	<i>Physiography</i>				
19.	<i>French</i>	(c)	32.	<i>Physiology</i>				
20.	<i>German</i>	(a)	33.	<i>Chemistry</i>				
21.	<i>German</i>	(b)	34.	<i>Mediaeval and Mod-</i>				
22.	<i>German</i>	(c)		<i>ern European His-</i>				
23.	<i>Spanish</i>	(a)		<i>tory</i>				
24.	<i>Spanish</i>	(b)	35.	<i>English History</i>				
			36.	<i>American History</i>				
			37.	<i>Civil Government</i>				
			38.	<i>Political Economy</i>				
			39.	<i>Commercial Geog-</i>				
				<i>raphy</i>				
			40.	<i>Commercial Law</i>				

NOTE—The units under Group B may be made up by four units of one language; three units of one and one of another, or two of one and two of another. All the units in Groups B, C, and D, except solid geometry, college algebra, plane trigonometry, and physiology, are full year courses. Students entering the College of Liberal Arts of Northwestern University are allowed to have no more than two units from Group D. Students entering other colleges should consult their catalogues before choosing their elective studies. The principal will gladly aid in this.

In the course in literature and music (see page 25) distinguished by an appropriate diploma, music is substituted for any four units of the above requirements except English.

The Academy fosters the moral and religious life of its students, and to this end encourages association in various forms of endeavor, looking to the social well-being of the student community.

The Academy Christian League contributes to the highest interests of the school in cultivating social relations, and in providing religious services that continue at school the activities pursued by many of the students at their homes. Several courses in Bible study are open to all.

Attendance is required of all students at daily chapel exercises. The principal endeavors to make the chapel service of interest and of usefulness to the school. To this end addresses are frequently given by speakers of ability and prominence. The student on entering the Academy will register the church

# EVANSTON ACADEMY

he chooses habitually to attend. Many denominations are represented in the student body, and the school is in no way sectarian.

In all the religious life of the school the aim is to develop noble character, apart from sectarianism or any other divisive influence. The Academy purposes that all shall find in the school a congenial and helpful atmosphere.

The new church organ for Fisk Hall chapel, presented by the University alumni, was finished in May, 1909, at a cost of \$8000. It was built by Casavant Bros., of St. Hyacinthe, Quebec. It is a beautiful and most serviceable instrument, and is used daily in the chapel exercise. At intervals an organ recital of classical numbers is substituted for the regular chapel service.

Five literary societies have been formed in the academy—three for men, the Philomathia, Euphronia, and the Zetalethea; and two for the young women, the Illinae and Pieria. The meetings of these societies are controlled solely by the students under the general supervision of the principal and faculty, and are conducted with dignity and profit. Special rooms have been set aside in the building for the use of these societies and have been attractively furnished and decorated. The meetings of the societies are held weekly and give the members discipline in thought, debate, public address, parliamentary law, and the conduct of business. While membership in these societies is by election, it is required by the school that any student who is interested in the work done by the societies shall have the opportunity for this culture in affiliation with one or another of these organizations.

## Literary Societies

The school endeavors to stimulate in the literary societies the highest degree of efficiency, and to further in the school the interests of debating, oratory and declamation. A regular course in debating and oratory is given under expert instruction.

## Debating, Oratory and Declama- tion

Every year the school participates in dual or triangular debate with other academies. In the year 1910-1911 the league is composed of the Academy of the University of Illinois, Grand Prairie Seminary at Onarga, and Evanston Academy.

The Interacademic Oratorical League was organized in December, 1904. Its members are Lake Forest Academy, Elgin Academy, Grand Prairie Seminary of Onarga, Morgan Park Academy, Culver Military Academy and Evanston Academy.

A local prize oratorical contest is held at the Academy in April and the winner of the first prize is appointed to represent the school at the Interacademic contest.

The fourth annual declamation contest for the Foster prize will be held in May, 1911. Mr. George A. Foster, of the class of '81, Northwestern University, provides first, second, and third prizes of twenty-five dollars, ten dollars, and five dollars respectively.

It is required of all students who represent the school in any public contest that their general scholarship be of satisfactory grade. Information regarding



# EVANSTON ACADEMY

the regulations governing interacademic debating and oratory, and regarding the local contests in oratory and declamation may be obtained at the principal's office.

In the spring of 1910 the House of Representatives was founded. This is a national school organization patterned after Congress and is conducted in a serious and helpful manner. It is an adjunct to the work of the literary societies and is open to the entire student body.

## Prizes

During the past year prizes have been offered as follows:

**THE FOSTER PRIZE**—Mr. George A. Foster, A. B., of the class of '81, Northwestern University, has provided prizes of twenty-five dollars, ten dollars and five dollars to the three students receiving first, second and third places respectively in the annual declamation contest.

**THE ORATORICAL PRIZE**—A friend of the Academy has given two prizes, one of twenty dollars and another of ten dollars, to those students who in the annual oratorical contest of the literary societies of the school secure first and second place, respectively.

## Gymnasium and Athletics

Athletic work and gymnasium practice are encouraged and fostered by the Academy. It is recognized that healthful physical exercise is necessary for boys of academic age, and the aim in athletics is not to have small teams highly developed but rather to encourage the love of play in the individual and to have a large percentage of students take part in the physical activities of the school.

It is felt that the training a young man receives in athletics, if of the proper sort, teaches him to subordinate his individuality to that of the community of the school and develops traits of character that will be of value to the state and community in later life.

The new gymnasium of Northwestern University is open to Academy students and gives them opportunity to take gymnasium and track work in the largest and most complete gymnasium in the country. (See page 8).

Each student upon registration in gymnasium classes or when trying for an athletic team is subjected to physical examination, and careful records of development, weaknesses, strength, and the condition of heart and lungs, are made. From these data special exercises for corrective purposes are prescribed, according to the needs of the individual.

It is the aim of the school to encourage manly sport, to maintain it at low expense, to inspire in the students who participate in it noble ideals of conduct, and to direct the sport into the most salutary channels.

With this end in view teams have been organized in football, track, baseball, cross-country running, indoor ball, swimming, tennis, golf and basketball and contests are annually scheduled with the best preparatory and high school teams of the vicinity.

Students have access to the Northwestern Field, an athletic ground not excelled in the Middle West for its size and its appointments.

# EVANSTON ACADEMY

The Athletic Association of the University has built and maintains tennis courts, two of which are set apart for the exclusive use of the Academy students who pay a small fee for the privileges of the Association.

All athletics are under the direct supervision of the Academy faculty and the Academy Athletic Association, composed of students and faculty.

No student may take part in any interacademic athletic contest without the written approval of the principal of the Academy.

No student who is delinquent in his studies may participate in any interacademic contest.

The school teams have had a good record. In 1909-10 the basket ball and base ball teams won the Cook County Interscholastic Championship and the tennis team at the University of Chicago Scholastic meet won the championship in doubles and was runner-up in the singles. The 1910-11 football team was the best the school has had in years, and the other teams bid fair to be equally successful.



A CAMPUS PATH—The walks through the campus are one of the attractions of Evanston. This walk runs diagonally through the campus from Fisk Hall to the Library.



MUSIC HALL—The home of one of the most efficient departments of the University.

The Academy regards the health of its students as a main consideration. The school is fortunate in its situation in a suburban city with all the advantages, sanitary and otherwise, of a modern city. The water supply is abundant and healthful. The city is almost without manufacturing industries so that the air is free from smoke and other impurities. The City's Board of Health is most efficiently administered. There are many miles of well laid walks that make exercise a pleasure. The Academy building and the dormitories are evenly and thoroughly heated by steam.

Recitation rooms for the most part have a southern exposure. The nervous strain of class work is reduced to a minimum by the ten minute intermission for relaxation between recitations, by blackboards of roughened surface tinted green on which talc crayon and dustless erasers are used. Unusual precautions have been adopted to secure safety in case of fire.

Health

# EVANSTON ACADEMY

Provision is made for health talks to young men and women assembled separately, discussing especially the hygiene of the life of the student. In the event of serious illness a resident of Evanston has access to the best medical and surgical skill. Northwestern University has arranged with the Evanston Hospital, one of the best in the state, for the care of students who may be seriously ill. The hospital is complete and modern in all its appointments. On advice of the physician, the principal of the Academy arranges for the transfer of the student to the hospital, notifying the parent or guardian of the action taken. Most gratifying results have attended the use of the hospital by the University. It may be of interest to note that the two beds in the hospital subsidized by the University are not occupied one-half of the year, though there are many hundreds of students in the College, Academy and School of Music.

## Day Students

Many students in Evanston and vicinity find the arrangement of the hours of Academy classes especially convenient. The recitations are grouped as far as possible in the morning from eight o'clock to fifty minutes past eleven. Chapel begins at five minutes of twelve and closes at fifteen minutes past twelve. This adjustment makes it possible for most students to be at home for lunch. The afternoon if not used for laboratory work at the school is left free for study and recreation.

Evanston is well provided with excellent restaurants easily accessible to those students who live quite a distance from the school but have afternoon class appointments. Adequate time is allowed for lunch.

## Study Room

When students are not engaged in classwork they are required to use their morning time in the Library of the school. This room is large, well-lighted and tastefully decorated. A good working reference library is at the service of students. Throughout the morning hours the Library is under the supervision of a monitor. The library is open also from 1:30 to 3:30 under like supervision.

The students of the Academy publish *The Bear*, an illustrated annual, a creditable reflection of the life of the school, and *The Academian*, a carefully edited weekly paper. All students are eligible to competition for positions on the staffs of these publications.

## Alpha Delta Tau

In June 1907 a chapter of Alpha Delta Tau was formed in the Academy. This organization corresponds in secondary schools to Phi Beta Kappa in universities. Thus far the fraternity is open only to young men and election to it is determined by excellence in scholarship. It is the highest honor that can be awarded to a young man at graduation, and has proven a potent stimulus to scholarship. The fraternity is not a social organization and is open only to graduates of the school.

Chapters of the fraternity have been organized in Jacob Tome Institute, The Phillips Exeter Academy, The Phillips Andover Academy, Evanston Academy, Penn Charter School, Brooklyn Polytechnic Institute, Wayland Academy, Doane Academy and The Howe School, and it is to be extended to other leading secondary schools.



# EVANSTON ACADEMY

The following students were elected to Alpha Delta Tau in June, 1910: James Cummings Bonbright, Kendall Benjamin Bragg, Stanley Wilson Clemes, Dwight Rodgers Furness, Christopher Sterry Long, Howard Fels Pratt, Alfred James Rockefeller, Josiah Frank Ward.

Regular tuition in advance, a half year . . . . .	\$42.00	Expenses
For sons and daughters of ministers in actual service, in advance . . . . .	31.50	

Payment is required at the beginning of the semester. Checks in payment of bills should be drawn to the order of Northwestern University. To avoid the expense of exchange charged by the Chicago Clearing House Association on checks drawn on banks outside of that association, it is suggested that checks in payment of Academy bills be drafts on Chicago banks. *No tuition fee will be refunded except in case of illness.* In this event the student will procure from the principal of the Academy an excuse from attendance, and also, from a physician, a certificate of the inability of the student to remain in school, in which case one-half the tuition fee will be refunded *if the student cancel his registration before the middle of the semester.*

In comparison with most secondary schools the expenses are very low, while the standards and facilities here are often much better. A fairly economical student should be able to confine his necessary expenses, including tuition, board and room, to between \$350 and \$450. Extravagance in expenditure is strongly discouraged by the school authorities. Parents are advised to limit the amount of spending money granted their children.

Living Expenses

## Hatfield House—The Academy Dormitory for Young Men

House Master, LLOYD C. HOLSINGER, A.M. Matron, MRS. LILLIAN SAMUELS

The Academy is indebted to Mr. James A. Patten, of Evanston, for equipping this dormitory for the school. The building was originally constructed from funds secured by the Rev. Robert M. Hatfield, D.D., whose devotion to the University is recognized in the name given to the edifice.

Residence of Young Men

Hatfield House is situated on Sheridan Road, the favorite pleasure drive to the north of Chicago and Evanston, facing the University Library and tennis courts, one block from Lake Michigan, and five minutes' walk from Fisk Hall, where the recitations of the school are conducted. The site is most healthful and attractive.

The house is a brick structure three and one half stories in height, accommodating about thirty students. The building is modern in its appointments. It is heated by steam, lighted by electricity, equipped with a large and efficient filter to insure the purity of the drinking water, with shower baths and the best type of lavatories on each floor. The ventilation is excellent. Fire escapes and apparatus are modern in character and are adequate in quantity. The dining service is adjusted to the special needs of students for wholesomeness and variety. An attractive parlor or living room gives domesticity to the house.

# EVANSTON ACADEMY



**HATFIELD HOUSE, ACADEMY BOYS' DORMITORY**—A thoroughly comfortable home for thirty boys, well managed, reasonable in price. The House has modern equipment throughout, recently installed.



**A HATFIELD HOUSE GROUP**—At Hatfield there is an abundance of good fellowship and friendships are made that last through life and that reach into many lands.

The students' rooms are single, or in suites of two or three,—separate sleeping rooms and closets with combination study for two students. All the rooms are well lighted, have high ceilings, and are provided with the usual furniture of a student's room. The House has telephone connection with the lines of the Chicago (The Bell) Telephone Company (Evanston, No. 1900).

The New University gymnasium, and Lunt Library open to all Academy students are a stone's throw from Hatfield House.

The house is under the general supervision of the House Master, a member of the Academy faculty, who endeavors to serve the resident students through friendly association and counsel. The regulations governing the House are as few as will secure to students the proper direction of their time and energy as members of the school. Regular study hours are appointed. The use of tobacco in any form is not permitted in the house. The matron also lives in the house and supervises the care of the rooms and the table.

The house will be opened for the school year on Monday of registration week in September, the first meal being served Tuesday noon. A few articles that are personal to each student should be brought from home: napkin ring, two laundry bags, sofa pillows, and other room decorations. Baggage should be marked with the owner's name and "Hatfield House," University Campus, Evanston, Illinois. The Academy reserves the right to assign rooms to students or to revise assignments in the interest of the house. New applicants will be required to present certificates of character and of work done in other schools before assignments of rooms will be made. Applicants for rooms are responsible for them for the *full academic year*, but should illness or other event beyond the student's control necessitate his withdrawal before the end of the semester, the

# EVANSTON ACADEMY

House may divide the loss with the student. One-half the annual fee is payable on or before Saturday of registration week in September and the balance by the first Saturday of the second semester in February.

As the accommodations of Hatfield House are limited, early application should be made for rooms. Students desiring assignments after all rooms are taken will have their names placed on a "waiting list," will be assisted to secure good accommodations with responsible householders in town, and will be admitted to Hatfield as soon as there are vacancies.

Residence in the house will do much to secure for its occupants the advantages of regularity in study with consequent benefits in classwork; such a knowledge on the part of the faculty of the student's daily life and tastes as will enable the school to do all possible for his welfare; helpful association with others who have similar aims, with the establishment of friendships that will remain through life; the stimulus and guidance that may be given by the House Master in relations with the students.

The prices of accommodations in Hatfield House beginning with 1911-1912 will range from \$275 to \$350 for the year, for board and room, including everything except personal laundry.

Academy young men rooming "in town" are expected to conduct themselves with due regard to their own best interests as well as to those of the school. Reports are made by householders on blanks supplied by the Academy office. Information is required regarding the student's habits of study, his orderliness about the house, frequency of visitors during study hours, absence from town, church attendance, removals, and any other matter requiring the attention of the principal. This system has disclosed a condition of orderliness and industry among the students. The school will be prepared at any time to make report to parents or guardians if students are not making proper use of their time and privileges at the school.

In private residences in Evanston board may be had in clubs for \$4.00 to \$5.00 a week. Room rent costs from \$1.00 a week to \$1.50 for each occupant, usually two in a room. Board with room in families costs \$5.00 to \$7.00 a week. Evanston is equipped with restaurants where wholesome food is served at reasonable rates.

Young women attending the Academy and not residing in their own homes are under the general supervision of the Dean of Women of the University.

Those who are unable to secure accommodations in the women's dormitories are required to ask permission to room elsewhere, using blanks that will be furnished for this purpose. The consent of the principal should be obtained before rooms are engaged. Young women and young men are required to room in separate boarding houses.

The Academy faculty makes a careful examination of the homes in Evanston that wish to receive young women students and consent is given to engage accommodations only in homes whose character is known and approved. The

Residence  
of  
Young  
Women



# EVANSTON ACADEMY

school will require frequent reports from the householders regarding the general life of the students residing with them.

The character of these Evanston homes and the tone of the young women coming to the Academy are such that parents may have confidence in the provision made for their daughters.

## Loan Funds

A few students are aided every year by small loans, not exceeding in any case fifty dollars in one year, from the funds of the Board of Education of the Methodist Episcopal Church. These loans are made to young men or young women who are members of the Methodist Episcopal Church. They are payable within two years after the end of the student's school life.

A fund called the Student's Loan Fund is administered by the faculty of the University *through its Committee on Loan Funds*. From this fund loans are made to deserving Academy students (without regard to denominational affiliation) for temporary relief in unexpected emergencies. These loans are always payable not later than the opening of the following school year. Information regarding the place and times at which the Committee will receive applications for loans will be furnished by the principal of the Academy.

## The Summer School

In the summer of 1911 the Academy will offer selected courses that will give the same credit as courses taken in the regular academic year. It is probable that there will be courses in advanced mathematics, French, German, Latin, English, and history, but no course will be given for less than six students. The work will be intensive. The course will occupy six weeks, five days to the week for a half unit and twelve weeks for a full unit. No student will register for more than two half units unless the work is review work, and most students will be recommended to take but one half unit. The attempt will be made to complete the work of an ordinary semester in a six weeks' term. It is apparent, therefore, that the class work will be full and exacting and preparation must be correspondingly diligent and extensive.

The summer term will begin the week following Commencement, closing according to the courses carried. The fee for one half-unit will be \$15, for two or more half-units at the rate of \$12.50 a half unit.

These summer courses are recommended for those who wish to complete their preparation for college in less than four calendar years, for those who may desire reviews for college entrance examinations, or for those who have conditions to be removed. Students of immature years may be refused admission to summer work.

## Miscellaneous Information

The school year is divided into four quarters. The dates of opening, and closing, and of vacations, are stated in the calendar, page 2. Recitation hours are fifty minutes in length. Ten minutes' intermission is given between classes. Prompt and constant attendance is required at all class exercises. The first and last days of the term are of such special importance that only the most imperative reasons should require the absence of students at those times.

# EVANSTON ACADEMY

The patrons of the school come from many states and foreign countries, yet it is a fact of interest that the Academy has a significant number of students from its own county, where it comes into intelligent comparison with free public schools that are among the best in the land. About one-half the total enrollment are students from Evanston and Chicago. Patronage of the School

No student is permitted to absent himself from any required exercise—recitation, or chapel, without accounting for this to the principal. Excuses for all absences are to be presented on printed blanks to be secured at the office, and should state definitely the date of each exercise from which excuse is desired. *Students living at home are required to bring from home written requests for excuse for absences.* Excuses should always, when practicable, be presented in person and before the absence occurs. When this is impossible, the student should present his written explanation on the first day he resumes his school work. Should illness or other cause necessitate an absence of several days, explanation should be sent to the office promptly by a friend, by mail or by telephone. The school regards its class hours and chapel in the light of business engagements which the student must keep regularly and promptly. Absences

It is the intention of the principal that the office shall not be solely a necessary piece of machinery. It is hoped that the students may resort to it for any service that it may render,—for advice concerning studies or daily life, for miscellaneous information,—in short, that it may serve as a clearing-house for all that concerns the student. The office invites correspondence concerning any matters not made clear herein, and all such letters should be addressed to “Principal Helm, Fisk Hall, Evanston, Illinois,” who will give them his personal attention. The Office

Social gatherings of Academy students are under the supervision of the University Committee on Social Life of Students, of which the principal of the Academy is a member. Request for such gatherings will be made of the principal, and should be made at least one week before the date appointed for the event. The request will give details as to time, place, chaperonage, character of the party, etc. Social Events

No Academy student is permitted to establish or retain membership in any high school or academy fraternity, or to have social or other affiliations with any college fraternity. Students are required on registering in the Academy to subscribe to the following pledge:

I promise, without mental reservation, that I will have no connection whatsoever with any secret society, and will not be present at the meetings of any secret society so long as I am a member of Evanston Academy. In giving this pledge I understand that I hereby agree to hold myself aloof from the acceptance of social favors proceeding from any secret societies or provided in the interest of such societies, and to refrain from intimacies that would tend to develop my interest more with one fraternity than with another, or would give my acquaintances the impression that I am peculiarly intimate with the members of any fraternity.

# EVANSTON ACADEMY

## Summaries, September 1910—January 1911

	Men	Women	Total
Academy Students. ....	272	102	374
College Students in Academy .....	29	30	59
Music Students in Academy .....	2	21	23
Law Students in Academy .....	1		1
Engineering Students in Academy .....	4		4
	308	153	461

## Summary by States and Countries

Evanston .....	131
Cook County, outside of Evanston .....	157
Illinois .....	58

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California..... 2	New Mexico..... 1	Virginia..... 1	Germany..... 2
Indiana..... 8	New York..... 1	Washington..... 1	India..... 1
Iowa..... 10	North Carolina..... 2	West Virginia..... 1	Korea..... 1
Kentucky..... 1	North Dakota..... 3	Wisconsin..... 12	Mexico..... 3
Michigan..... 10	Ohio..... 5	Africa..... 2	Norway..... 1
Minnesota..... 3	Oklahoma..... 2	Austria..... 1	Philippine Islands... 1
Mississippi..... 1	Pennsylvania..... 6	Canada..... 4	South America..... 1
Missouri..... 3	South Dakota..... 1	China..... 2	Sweden..... 1
Montana..... 1	Tennessee..... 1	Denmark..... 1	Turkey..... 1
Nebraska..... 6	Texas..... 4	England..... 4	

Total ..... 461

Attention is called to the fact that this catalogue is issued four months earlier than that of last year, and that the number of college students taking work in the Academy is much smaller this year, owing to new adjustments of work of conditioned students. The total attendance for the year will doubtless exceed 500.

## Students 1910-1911

(Up to January first)

Adams, Wm. G.	Beck, Christian	Bromley, E. E.	Colby, Lillian M.	Dutton, Belle
Allen, Edwin D.	Beddow, W. E.	Brown, La Fora E.	Cole, Alvin J.	Eastman, Wm. H.
Allfree, F. J.	Beeler, Paul R.	Brown, Russell E.	Coleman, I. R.	Eddingfield, Ruth H.
Allison, James B.	Belknap, C. B.	Bruce, Robt. G.	Coleman, M. K.	Eddy, Lesse L.
Altenberg, E. E.	Bellis, Chas. W.	Brumbaugh, T. C.	Collins, Frank B.	Ede, Richard H.
Altman, John S.	Benjamin, E. L.	Buffington, D. T.	Coney, Hicks C.	Edgington, Earl D.
Ambler, Frank I.	Benner, H. G.	Burch, Arthur C.	Coon, Corliss D.	Ellis, S. K.
Anderson, B. B., Jr.	Bergesen, A. R.	Burger, C. W.	Cornish, G. R.	Emery, Myrtle
Anderson, Colla M.	Bergesen, O. W.	Burke, Florence M.	Cox, Kenneth K.	Ericson, G. R.
Anderson, N. C.	Berglund, E. N.	Busch, Inez S.	Cree, Helen M.	Exley, Frank C.
Anderson, V. N.	Bishop, C. S.	Bush, Rachel D.	Cummings, Jac.	Faltz, Harold A.
Andrew, W. I. H.	Black, Catherine I.	Butt, Wm. J.	Curry, Robt. H.	Ferris, L. C.
Andrews, Geo. W.	Blair, Edw. B.	Byxbee, Beatrice	Cushing, John F.	Fife, Rich. A.
Argraves, W. O.	Blake, Edgar L.	Cambre, Lester L.	Dalby, Geo. R.	Flanner, Frank
Arnold, Ethel F.	Blake, E. B.	Campbell, S. B.	Davidson, K. L.	Flect, Daniel H.
Arnold, G. R., Jr.	Bock, Henry W.	Carlson, Chas. A.	Davis, Rich. T.	Foerster, John S.
Arnold, Paul M.	Bohn, Donald I.	Carlson, Robt. C.	Dawes, Neil B.	Foster, Elinor
Arnold, Pauline M.	Bohn, Ralph M.	Carter, E. C.	Deeke, A. M.	Follett, Horace C.
Arnold, Victorese	Bombberger, P. S.	Carter, F. G.	Dix, Jesse Wm.	Foresman, R. H.
Aronson, Franc	Borchers, Wm. F.	Chace, Lou B.	Donlin Phyllis R.	Forkell, Leroy M.
Atwater, Ruth	Borsch, Henry M.	Chamberlin, L. C.	Dorion, A. S.	Furness, Margaret L.
Aubrey, Geo. E.	Bowers, Willis P.	Chapman, W. C.	Dorion, Pauline T.	Gartner, Rose A.
Bahr, Lillian	Bowman, J. A.	Chase, Helen M.	Dorner, Dorothy A.	Gates, Byron D.
Baird, Lawrence N.	Boyd, Wm. R.	Clark, Florence F.	Dorris, Daisy A.	Gifford, Gertrude M.
Barbour, H. H.	Brasner, Wm. O.	Clark, Garada M.	Downey, Bradford	Gilpin, Ethel M.
Barr, Geo. O.	Bredon, R. B.	Clarke, Ruth	Drinkwitz, C. A.	Glaser, Emil
Barrows, Marjorie	Bremer, Louis J.	Clay, Olive E.	Dufford, Ray T.	Goddard, Jos. N.
Baylie, Carolyn I.	Bridge, Isabelle	Cockrell, Loran B.	Dunn, Harold B.	Goddard, M. E.



# EVANSTON ACADEMY

Goebel, Edwin R. Goessle, Ruth J. Goltz, Wm. E. Goodman, Grover Goodreds, Wm. P. Grabbe, W. H. Graham, A. R. Grant, A. W. Graves, Lester S. Graves, Roy M. Greeley, Martha H. Grimes, Cora D. Grohman, G. A. Grohman, Viola I. Grubb, Lucile E. Guilliams, G. B. Gunter, Anita I. Guthrie, Caroline Guzman, G. A. Haefliger, Wm. H. Hahn, Ed. F. Halberg, Ed. A. Halberg, O. J. Hancock, John W. Hansen, W. M. Harden, Dea Harkness, N. J., Jr. Harlow, Frank A. Harries, Zera R. Hart, Lincoln E. Harter, De Lelia Hatfield, Margaret Hatterman, A. W. Hayford, W. S. Heffley, Donald C. Hepner, Adolph Herben, Geo. F. Herben, S. J., Jr. Heuer, Arthur Hightower, W. E. Hildebrand, F. R. Hingley, J. W. Hingley, M. E. Hinnens, Mildred J. Hinnens, Ruth L. Hocking, L. A. Hodges, Constance E. Hodgkins, K. B. Holdit, Cath. M. Holgate, Eleanor Holgate, R. B. Howat, Mary A. Hoyt, Gerald Hucker, Corel R. Humphris, W. P. A. Hunt, Edwin A. Hunting, Mary R. Hyatt, R. J. Ianson, Nellie H. Irwin, Louise Jackson, P. W. Jacobsohn, Herm'n Jacobson, A. A. Jacoby, Ella James, Hubert E.	James, Maurice A. Jenkins, Howell G. Jensen, Peter F. Johnson, Arthur K. Johnson, Marcus Johnson, M. M. Jones, Edith Jones, L. M. Kaiser, Alice M. Keiser, W. C. Kellogg, Laura C. Kellogg, Marjorie Kelly, Lawrence E. Kelly, Walter J. Kendall, C. A. Kennedy, R. J. Kent, Forrest B. Kiesau, Ruben M. Kietzer, Ed. E. Kilbury, Winifred King, Edw. B. Kitterman, L. C. Klatt, Genevieve H. Kohin, Mary M. Knisel, Geo. F. Kropp, Amelia A. Krueger, Harold A. Laing, Nellie M. Landon, Clare Lange, Edw. L. Larimer, Jos. M. Students-Holly J19-2 Larsen, John Lavery, W. J., Jr. Leeman, E. R. Levanger, George Levis, John W. Lewis, L. R. Lighthouse, V. R. Lill, Paul Rex Link, Rudolph G. Lloyd, Harriet G. Lobdell, Cora B. Locke, Ralph E. Long, Ariel E. Long, Byron S. Lord, George W. Lowell, Mark W. Lowry, Albert J. McCabe, John V. McCain, Wm. E. McCarthy, Agnes McDonald, Ronald McElveen, Eva. L. McGuire, F. L. McGuire, W. J. 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Shapiro, Will Sheets, Fred Hill Short, Marie A. Shultz, Helen V. Sibbitt, Marion M. Simonsen, Adele E. Simonsen, R. L. Sippel, Edward A. Six, Chas. Wm. Slocum, Eliz. G. Smith, Angeline E. Smith, Edwin O. Smith, Harold J. Smith, Harvey P. Stallsmith, Welton Staunton, Winifred Steadman, Lena M. Stokes, Marg. H. Strader, Ralph M. Strong, Bertha P. Stubbins, H. W. Studley, Ruth B. Studley, Violette H. Talmage, Morris J. Taylor, James	Theobald, Otto B. Thompson, L. H. Thomson, Geo. F. Tjomsland, B. K. Todd, Francis E. Tondevoid, Harry H. Torkilson, F. A. Tower, Lawrence Traxler, Dean K. Truscott, Bazil R. Tseo, Fuchen Tseo, George Tucker, Marie L. Twomey, Lawrence Underwood, L. S. Vandercook, Fran. Van Kirk, J. A. Van Ryper, Frances Vater, Margaret Vercoe, John B. Vercoe, Winifred E. Vilella, Ernest Voak, Flody S. Vogelson, Kath. E. Wagner, Fred'k C. Wahlberg, H. C. Wait, Ruth Lucile Walker, Sidney V. Wall, Warner Walsten, Oscar A. Ward, Albert H. Warnock, Har. S. Warren, Delmer T. Warren, George H. Warren, Vincent Watkins, S. S. Weig, E. H. F. Weis, Le Roy L. Weller, Robt. D. Werthenberger, Ivan West, George Otis Weston, Clayton C. Whitcomb, Carter P. Whitcomb, F. L. Whitham, Gladys E. Whiting, Jesse M. Whittle, Harold Wiley, Bessie Lois Williams, Edgar P. Williams, Oscar J. Williams, Weir Wilson, Stella M. Witherstone, Beulah Witherstone, Hattie Wolford, Darwin H. Wood, Jos. H. Woodley, Jennie R. Wright, Ethel M. Wright, H. M. Zeuch, Arthur L.
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## Graduating Class, 1910

Herman W. Aspegren William Joseph Atwell Matthew Beaton, Jr. *Kendal Benj. Bragg Reid Raymond Bronson Earl Franklin Burdick *Mary Elizabeth Butcher Florence Irene Carlson Velma Clare Clancy Stanley Wilson Clemes Horace Haight Crow *Gladys Ewald	Jean Fahs Raymond Zeigler Fahs Myrtle Catherine Fielding Edna Laura Forman Dwight Rodgers Furness Nathaniel Van Graves Sergio Benigo Guzman Carrol Dwight Hale Lucile G. Hatterman Peter John Heles Ethel Claire Hyde Viola Jordon	William Arthur Justice Gertrude Sarah Kimble Wm. James Lavery, Jr. *Margaret C. Letzter Christopher Sterry Long *Erma Zoe McMains *Helen Iris Mason Jessie Madeleine Mendson Leila Virginia Merrell Stewart Blakeslee Moats Nahum Morrill Laura Virginia Paullin	*Howard Fels Pratt William Jasper Prince Ruby Rapp Ralph Baldwin Richards *Alfred J. Rockefeller Jerrold Franklin Swartz Samuel Taylor Helen Adelaide Tully *Josiah Frank Ward Clayton Cook Wheaton Willard Alexander Widney Geo. Philip Williams, Jr.
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Note.—Names marked with (\*) are students entitled to honors for high rank in scholarship.

(Detach this page and mail to the Principal of Evanston Academy, Evanston, Illinois.)

.....19.....

TO EVANSTON ACADEMY:

I hereby make application to enter my\*.....  
as a student in Evanston Academy for the school year commencing September  
.....19.... (see calendar), subject to the provisions of your printed catalogue and  
regulations of the Academy; and I hereby certify that he is a student of good,  
moral character and habits.†

Name in full .....

Residence (give street number).....

Business address of father.....

Age of applicant.....years, Last birthday.....

School last attended .....

Is he to prepare for college?.....

Course of study desired .....

Confidential statement giving helpful information concerning student .....

.....

.....

.....

Signed.....

\*A student applying for himself may insert here the word "self."

†As a precaution against the entrance of undesirable students, it is distinctly understood that the parent or guardian in this application certifies that the student entering is amenable to discipline, and is free from vicious or immoral habits, and agrees that in the event of suspension or expulsion of the student for misconduct or withdrawal, except in case of sickness necessitating withdrawal before the middle of the semester, no part of the annual fee is to be rebated or refunded. (As teachers and all school equipment are engaged for the entire school year, the reason for this rule is obvious.) It is further noted that this agreement holds for as many school years as the parent or guardian re-enters the student.

NOTE.—Further information respecting the student's personal characteristics may be given on other side of this sheet.

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1911/12

NORTHWESTERN  
UNIVERSITY  
EVANSTON *and* CHICAGO

EVANSTON  
ACADEMY

MAY, 1912

Courses of Instruction  
Student Life at  
Evanston Academy



THE LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS

## Evanston Academy

**E**VANSTON ACADEMY is peculiarly fortunate in its environment. The recitation building, Fisk Hall, is on the shore of Lake Michigan, so near to the waves, in fact, that a part of the foundation of the structure rests on land reclaimed from the lake. All about the school, on the campus, and in the town, are natural beauty and educational stimulus. The University and Academy were first on the ground; a city of 25,000 people has grown up around them. The University and the moral and civic forces of the city have common ideals. The University is proud of its communal environment; the town recognizes its debt to the institution. Many a student has come to the schools from abroad and has remained to make Evanston his permanent home.



NORTHWESTERN  
UNIVERSITY

EVANSTON  
ACADEMY

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FOUNDED 1859

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Member of The North Central  
Academic Association

COURSES *of* INSTRUCTION  
STUDENT LIFE AT  
EVANSTON ACADEMY

A SCHOOL  
of WORK and  
GOODWILL

EVANSTON, ILLINOIS  
*MAY, 1912*

# EVANSTON ACADEMY

## *Calendar 1912*

COMMENCEMENT ..... Monday, June 10; Tuesday, June 11.  
 SUMMER VACATION BEGINS..... Wednesday, June 12.  
 SUMMER SCHOOL ..... June, July, August.

### FIRST QUARTER (FIRST SEMESTER)

BEGINS ..... Monday, September 16.  
 REGISTRATION DAYS ..... Monday and Tuesday September 16,  
 and 17; hours, 9-12, 2-5.  
 RECITATIONS BEGIN ..... Wednesday, September 18, 8 a. m.  
 THANKSGIVING RECESS ..... Thursday, November 28, to Sunday,  
 December 1, inclusive.

SECOND QUARTER BEGINS ..... Monday, December 2.  
 CHRISTMAS RECESS ..... Saturday, December 21, to Sunday,  
 January 5, 1913, inclusive.

## *1913* THIRD QUARTER (SECOND SEMESTER)

BEGINS ..... Tuesday, February 11.  
 WASHINGTON'S BIRTHDAY, HOLIDAY..... Saturday, February 22.  
 SPRING RECESS ..... Saturday, April 5, to Sunday, April  
 13, inclusive.

FOURTH QUARTER BEGINS..... Monday, April 14.  
 DECORATION DAY, HOLIDAY..... Friday, May 30.  
 COMMENCEMENT ..... Monday, June 9; Tuesday, June 10.  
 SUMMER VACATION BEGINS..... Wednesday, June 11.  
 SUMMER SCHOOL ..... June, July, August.

### FIRST QUARTER (FIRST SEMESTER)

BEGINS ..... Monday, September 15.  
 REGISTRATION DAYS..... Monday and Tuesday, September 15  
 and 16; hours, 9-12, 2-5.  
 RECITATIONS BEGIN ..... Wednesday, September 17, 8 a. m.  
 THANKSGIVING RECESS ..... Thursday, November 27, to Sunday,  
 November 30, inclusive.

SECOND QUARTER BEGINS..... Monday, December 1.  
 CHRISTMAS RECESS ..... Saturday, December 20, to Sunday,  
 January 4, 1914, inclusive.

*Special examination days to make up conditions:* Saturday, September 14, 1912;  
 Saturday, April 12, 1913; Saturday, September 13, 1913.

*Committee of the Board of Trustees of Northwestern University on the Academy:*  
 JOHN P. McWILLIAMS; JOSIAH J. PARKHURST; MERRITT CALDWELL BRAGDON,  
 A.M., M.D.; GEORGE PECK MERRICK, LL.B.; JOHN CHARLES FLOYD, D.D.

*Principal of the Academy:* NATHAN WILBUR HELM, Fisk Hall, Evanston, Illinois.

# EVANSTON ACADEMY

**T**HE ACADEMY was established in 1860 by the trustees of Northwestern University to provide instruction adequate to the preparation of students for the College of Liberal Arts of the University. From its inception college preparation has been its main purpose; but its curriculum has been well adapted to the needs of those who enter immediately on practical life or professional study. At present new emphasis is laid on preparation for technical schools and for business. Most of the graduates of the school have entered colleges and universities. A student in the school is therefore stimulated by constant association with a large number of young men and women seeking the fullest preparation for life.

The school has had the advantage of a continuity of traditions. It has had but eight principals in a half century and but three since 1873. A good share of its instructors have continued in service year after year, adapting themselves with increasing adequacy to the requirements of the school and the students. In fifty-two years over ten thousand students have received instruction in its classes.

More important than the site or equipment of a school is its general spirit or tone. The prevailing spirit in the Academy is one of earnestness and goodwill. For many in the school attendance entails much sacrifice. Many students are working their way either wholly or in part; the class room demands concentration of endeavor; the chapel services seek the moral quickening of the school; the literary societies provide discipline in clear thought and expression and in parliamentary law. This earnestness is tempered by a moderate number of social appointments—the Christian League, receptions, class socials, and joint meetings of men's and women's literary societies.

The school is maintained by this University to provide in the Middle West a secondary school the equal of any, and this ideal has been attained. It welcomes all students of good character and suitable preparation, but does not invite or retain those who lack serious purpose.

The school recognizes good will as an important asset. The faculty studies to secure it, knowing that once attained it elevates and strengthens every phase of school life. Faculty and students co-operate in every way. A mutual feeling of trust, courtesy, and friendship is cherished. As far as possible, students are trusted with the administration of the matters that interest them.

The Academy regards its students as young men and women of earnest purpose, in attendance upon the school to fit themselves for a useful life. The school gives to each individual the largest liberty consistent with the interests of his own work and that of others, a policy which is believed will best develop self-reliance and maturity of character. In return the loyal interest of the student in the school is marked and permanent. This spirit provides an ideal atmosphere for the pursuance of the school work, and at the same time develops a spirit of self-reliance on the part of the students which gives them a most valuable asset in their life-work.

The Academy is peculiar in the character of its instruction. Men and

Historical

General  
Spirit  
of the  
School



# EVANSTON ACADEMY

women of advanced special training and of broad culture constitute the faculty. An unusual number of the instructors have received advanced degrees from one or another of the leading universities in this country and abroad and have supplemented their scholastic acquirements by foreign travel.

Scientific meetings and journals of the learned societies are used by the instructors to secure in their own fields the latest results of scholarship and suggestions to be applied in the class work of the Academy. Teachers in the Academy have a special stimulus in close association with the corresponding departments of the College of Liberal Arts of the Northwestern University and therefore have ready access to advanced courses of study that vitalize their own work. Such a faculty brings to students not only the subject matter of a lesson, but breadth of view and the atmosphere of liberal culture.



FISK HALL—This building is the recitation hall of the Academy. It contains class-rooms, chapel, library and study-room, and literary society rooms—most of the activities of the School under one roof.

The faculty endeavors to secure the best results from students by their own fulness of preparation for the day's work, by clothing the subject with interest, by clearness of presentation, by stimulating alertness of mind in the students and arousing the questioning attitude, by establishing in the class a spirit of confidence and co-operation. The instructors make their teaching a profession, are devoted to it and desire only to make themselves of the fullest service to their students in whom they seek to have an abiding intellectual, moral, and personal interest.

## Location

The Academy is situated in the city of Evanston, twelve miles north of Chicago, directly on the shore of Lake Michigan. Evanston is connected with Chicago by the Milwaukee division of the Chicago & Northwestern Railway,

# EVANSTON ACADEMY

by the Northwestern Elevated Railroad and by a surface line from Chicago to Evanston. The Chicago and Milwaukee Electric Railroad furnishes connection with Milwaukee and points between.

The population of the city is about 25,000. Evanston is unusually free from immoral influences. The Charter of the University prohibits the sale of intoxicating beverages within four miles of the seat of the University.

The city of Evanston has a large population of intelligent people and offers to students many advantages for profitable instruction and culture outside of the school curriculum, especially in churches, concerts and lectures.

The city presents many opportunities to those who are compelled to earn means for their education. Evanston is one of the most attractive cities in the country; its natural beauty, local pride, and well administered government make



THE NEW GYMNASIUM—This building and its appointments are unsurpassed. The building serves as gymnasium, indoor field, social center, and auditorium. Academy students have full access to its advantages.

it a place of residence peculiarly helpful and inspiring to students. Of importance is the proximity of the school to the educational privileges of Chicago. Though that city is too remote to be a place of frequent resort for students, it is near enough to supplement in a liberal way all the facilities for study enjoyed at Evanston. Especially advantageous are the libraries, the Art Institute, the Field Museum, and the large and varied musical opportunities of the city.

As a center of some of the greatest problems of our national life, Chicago is of peculiar interest to students. The administration of the school seeks to bring students into intelligent contact with the problems of the city and of society in general and to stimulate a desire for well directed social service.

The Academy is on the University campus and profits by the proximity of students engaged in the higher studies; by free access to the various auxiliaries to the work of the college, the library, museum, observatory, gymnasium and

# EVANSTON ACADEMY

athletic fields; by facility in combining courses of study in the Academy with others in the Schools of Music, Oratory and Theology.

Because it is an integral part of the University, Evanston Academy possesses an equipment equalled by few preparatory schools. In addition to the buildings and material advantages, there are the lectures, concerts and recitals, and the inspiration to secure a college education, derived from nearness to the College of Liberal Arts. A student attending preparatory schools not thus happily situated, is deprived of many advantages.

## Equipment

The Academy is situated on the University campus, in the heart of Evanston, less than one hundred feet from the shore of Lake Michigan. The building faces Sheridan Road, the favorite drive from Chicago along the North Shore. The grounds adjacent to the Academy are ample and present extensive views of the Lake. A varied flora, the grove of stately oaks and the Lake make a campus of unusual beauty.

Fisk Hall, the gift of Mr. William Deering, was erected in 1898 for the use of the Academy. The south front extends one hundred and eighty feet, and the greatest depth is one hundred and thirty feet. It contains fifteen recitation rooms each accommodating from thirty to fifty students, three laboratories, six parlors for literary societies and the Christian League, a study room accommodating one hundred students and containing a library of reference books, and a chapel with a pipe organ and a seating capacity of seven hundred and fifty.

## Libraries

The following libraries are at the service of students: the Orrington Lunt Library of the University of over 83,000 bound volumes and 55,000 pamphlets, the library of Garrett Biblical Institute of about 30,000 bound volumes and 4,500 pamphlets, both on the campus; the Evanston Public Library of over 48,000 volumes, but a few blocks from Fisk Hall. At all of these libraries Academy students enjoy expert assistance in the use of books.

To the above mentioned library facilities may be added the great libraries of Chicago—the Chicago Public Library, the John Crerar Library and the Newberry Library, offering to students a total of more than a million volumes.

## Laboratories

The school is well furnished with laboratory facilities and endeavors from year to year to keep the equipment modern and complete.

The department of physics occupies six rooms in the Academy building: laboratory, lecture-room, shop, dark room, apparatus room, and office. The laboratory is furnished with steam, gas, electricity, water, a seconds clock, and sextuple sets of apparatus.

The lecture table is provided with gas and water, with a projectoscope and screen. Direct and alternating dynamo and storage battery currents are supplied from a well equipped switch-board in the lecture room. The shop, used chiefly for the construction and repair of apparatus, is supplied with sets of metal-working and wood-working tools, including a small power-lathe, operated by a two-phase, one-horse-power induction motor.

The chemical laboratory is situated in Fayerweather Hall of Science, and includes on the main floor, a lecture-room, seating sixty; a reading room, a labor-



# EVANSTON ACADEMY

atory for general chemistry and qualitative analysis, with forty-six tables; a laboratory for quantitative analysis, with twelve tables, a balance-room, the instructor's office and private laboratory, and an assistant's room; in the basement a general store-room with four tables equipped with special conveniences for water analysis.

The biological department occupies three rooms on the ground floor of Fisk Hall,—recitation room, office and laboratory. The last is lighted by windows on three sides, is provided with two center tables supplied with water and gas, and has cases for glassware and apparatus and table accommodations for thirty-two students working at a time. The further equipment consists of compound and simple microscopes, vertical camera, microtome, incubator, hot air and steam sterilizers, glassware and reagents, a collection of insects and an herbarium of the local flora. The recitation room is furnished with a lantern for the projection of lantern and microscopic slides. A large room in the basement is used for storage and the keeping of live animals. A small greenhouse (7x34 ft.) provides specimens throughout the year.

The typewriting room is equipped with machines of the latest design.

The office is in possession of modern manifold devices which may be used in the instruction of classes.

The University Museum in University Hall contains large collections illustrative of anthropology, botany, geology, mineralogy, and zoölogy. In some departments it is peculiarly rich. Its materials are available for the purposes of illustration in Academy classes.



THE SOUTH CAMPUS—The view shows University Hall, the main College building, the beautiful shade of the campus, the fountain and stone seat, gifts of classes. It means much to Academy students to be in University environment.

# EVANSTON ACADEMY

## The Gym- nasium

The Northwestern University gymnasium, recently completed, is now in use. No institution in the country enjoys better facilities for all forms of physical exercise. Provision for athletic sports is afforded by an indoor field. This field is provided with dirt floor, surrounded by a ten-lap running track 12 feet wide. The dimensions of this field are 215 by 130 feet, without obstructions, for the roof is supported by immense steel arches rising 54 feet at the highest point. Two full-sized baseball diamonds may be laid out within the track. Six tennis courts might be placed in this field. The field is heated in cold weather and insures opportunity for athletic games and indoor track work at any season. A gymnasium with floor space of 7,200 square feet is equipped with all necessary apparatus for class work. On the north side of this large room is a smaller room to be used for boxing, fencing, wrestling, and exercise on special apparatus. On the south side of the second story are the baths and lockers, and a large rest room for women; a stairway leads from this rest room to the pool below. A beautiful swimming pool, 60x25 feet, complete with filter and heating apparatus, provides for aquatic exercise. Shower baths and locker rooms for the men are in the basement. A large club room for men, offices, and coat room occupy the north half of the first floor. The corridor, 36 feet wide, through the center of the main building, is used as a trophy room and general social room. By the provision of a large kitchen on the second floor and a lift, the large gymnasium room, the small gymnasium room, and the large social room may be connected into banquet halls at pleasure. Academy students have full use of the gymnasium.

## Admission

The applicant must be at least *thirteen* years of age, and it is required that he shall have completed the ordinary common school branches. In general it is for the advantage of students to enter in September, but they are admitted at any time thereafter, preferably, however, at the opening of the quarter in



THE EVANSTON LIFE SAVING CREW OUT FOR DRILL—Several Academy students earn their way by services on the Crew, the only crew in the government's life saving service composed only of students. Their record is an enviable one.

# EVANSTON ACADEMY



WEST END OF FISK HALL, SCIENCE HALL,  
AND THE SPIRES OF UNIVERSITY HALL—  
Academy students have their chemistry in Science Hall,  
and are constantly inspired to continue their studies in  
the University.

December, February or April. Students are urged to enter for the full academy course immediately after finishing the eighth grade, thus gaining the advantage of consecutive study.

*A student applying for admission to the school will bring with him or send in advance a certified statement of work done in the last school attended, with record of deportment or certificate of honorable dismissal. This certificate will be accepted in lieu of entrance examinations, but must be presented before registration is completed. A student who cannot present such credentials may file a letter of recommendation from his pastor or other responsible person. Dental work and equipment of clothing should be fully attended to before entering.*

*The admission of a student implies on the part of himself and his parents an agreement to abide by all the rules and regulations herein set forth, and any others that may be adopted by the school from time to time.*

## Advanced Standing

A student applying for advanced standing (i. e., entering after the first year of the Academy course) should present at the principal's office full and detailed records of work pursued in other schools of high school or academic grade, together with statement of satisfactory deportment in the school last attended. Blanks for this purpose are provided by the Academy office and their use is preferred.



# EVANSTON ACADEMY

Credit is given on the Academy records for work done in other schools after the successful completion of one semester's work, "successful" being interpreted to imply at least passing grades in the line of work in which credit is sought. Any teacher may require an examination in a subject in which credit is sought, in order to satisfy himself of the student's knowledge in the subject. On an announced date early in the second semester of the student's attendance, he will present his credits to the Recorder for valuation and record. Students desiring credit in laboratory science, such as botany, zoölogy or physics, should bring with them their note-books containing the original record of work in the laboratory. Whenever possible the note-book should have the certification of the instructor under whom the work was done. *All students seeking advanced credit in English* must present from their former schools a detailed statement of the names of the English classics studied. Any classics included in the Academy English course (see pages 14 to 17) in the years for which credit is sought but not contained in the statement submitted, must be made up to the satisfaction of the English department. The Academy requires that a student to be a candidate for graduation shall have been in attendance at the school long enough to have secured credit in at least three units of work.

## Registration

The applicant is assisted by the principal or other members of the faculty in the selection of studies and the adjustment of registration. No student is admitted to classes until his registration is approved at the office.



THE ALUMNI ORGAN—This beautiful instrument, built by Casavant Brothers, of St. Hyacinthe, Quebec, at a cost of \$8,000, was presented to the University by the Alumni of the College of Liberal Arts. It is used daily in the chapel services.

# EVANSTON ACADEMY

A student is ordinarily expected to take at least sixteen hours of recitation work in the week. Two hours in the laboratory are estimated as equivalent to one hour in recitation. Those whose health is not vigorous or who must spend much time in labor for self-support should not take full registration. Changes of registration during the school year may be made only after consultation with the principal.

Permission to register for more than eighteen hours is a privilege, and is not granted unless the principal is satisfied that the student can carry the whole work creditably. A student may not be permitted to register for more than twelve hours, if he is engaged in such outside work as will make a serious drain on his time or energy.

Weekly reports of delinquency in class work are made by the faculty to the principal and by him to the homes of the students. These reports are made the basis of such readjustments of registration as seem wise.

Examinations are held at various times during each quarter, as well as at its close, but they are not allowed to overshadow the importance of regularly well prepared daily work, as any student may be excluded from examination whose daily work has not been satisfactory.

## Examina- tions

When a student's absences during any quarter, in any study, amount to *one-sixth* of the total requirement of class hours in that study, his registration in that subject will be cancelled and the privilege of examination denied unless the cancelled registration be restored by vote of the faculty. When the absences amount to *one-eighth*, his quarterly grade will be marked incomplete, until a special examination upon the work missed is taken at the date set for special examinations. However, in the case of unavoidable absences due consideration will be given.

In the Academy records A signifies excellent; B, very good; C, fair; D, unsatisfactory but passing; F, failing; R, repeat in class. An F record may be removed by a later successful examination. But this examination must be taken before the subject or part of subject on which the student failed is again pursued in class. A second record of F or neglect to take the *second* examination, requires a repetition of the work in class. *A student is not permitted to use for graduation those records of grade D that are in excess of one-fourth of the total number of records credited to him.* Second examinations are offered only on the days announced in the Calendar (see page 2).

Reports of work done in the school are regularly sent to parents or guardians at the end of each quarter. If, however, the principal is requested to make more frequent reports, these are sent also at the middle of each quarter (eight reports to the year). The report cards should be promptly signed by the parent or guardian and returned, preferably by mail, to the Academy office.

The principal and faculty welcome at any time from the parents of students suggestions that may assist in making the school of greater service to them, and are especially pleased to have them call and see the school at work.

# EVANSTON ACADEMY



A GLIMPSE OF THE INDOOR FIELD—This great inclosure, measuring 218x130 feet, gives room for sports usually played in the open.



THE SWIMMING POOL—This splendid tank measures 25x60 feet. It is a great center for aquatic sports.

## Courses Offered

In the first semester classes are formed in English of the first, second, third and fourth years; algebra, elementary and advanced; geometry, plane and solid; civics, industrial history, history of Greece, of Europe, of England or United States; Latin of the first, second, third and fourth years; Greek of the first, second and third years; French of the first, second and third years; German of the first, second and third years; Spanish of the first, second and third years; physics, chemistry, botany, zoölogy, mechanical drawing, manual training, stenography and typewriting.

In the second semester new classes are formed in first-year Latin, advanced algebra, trigonometry, college algebra, history of Rome, business law, elementary economics, and typewriting.

The classes beginning in September are often adapted to the needs of those who register at the opening of the second, third or fourth quarter. Indeed, a student may enter the school at any time and expect to find class work to accommodate his wants, but all who can do so are urged to enter in September.

## Officers of Administration

HERBERT FRANKLIN FISK, PRINCIPAL EMERITUS

A. B., A. M., Wesleyan University, Middletown, Connecticut.  
Phi Beta Kappa, Alpha Delta Tau. Doctor of Divinity, Doctor of Laws. Thirty-one years principal of the Academy.  
Professor of Education, Northwestern University.

NATHAN WILBUR HELM, PRINCIPAL

A. B., A. M. DePauw University; A. M. Princeton University.  
Phi Beta Kappa, Alpha Delta Tau. Member American Philological Association, Classical Association of New England, Classical Association of the Middle West, Head Masters' Association, President of the North Central Academic Association. Principal of the Academy, 1909.

HELEN CHURCH—Secretary to the Principal.

MARGARET CATHERINE LETZTER—Assistant Secretary.

MABEL WARD, Office Secretary.

CARLA FERN SARGENT FISK, Recorder.

CLARION DE WITT HARDY, Secretary of the Faculty.

Office Telephone, Evanston 1900.



# EVANSTON ACADEMY

## Departments and Instructors

### Latin

NATHAN WILBUR HELM—Principal and Instructor in Latin. Special student of the Latin Language and Literature and member of the Latin faculties of DePauw University, Pennington Seminary, Princeton University, and The Phillips Exeter Academy. Joint editor of Cicero's Orations.

ADA TOWNSEND—Instructor in Latin. A.B., A.M. Northwestern University. Phi Beta Kappa. Fellow in Latin Northwestern University. Student in American Classical School, Rome. Author of Prose Composition based on Ritchie's *Fabulae Faciles*; and First Year Latin by Correspondence.

JANE NEILL SCOTT—Instructor in Latin. A.B., A.M. Northwestern University. Phi Beta Kappa.

S. INEZ TRAXLER—Instructor in Latin. A.B. Northwestern University.

A course of four years in Latin is provided as follows:

(a) *First semester*—D'Ooge's *Latin for Beginners*. Drill in pronunciation and forms with daily written exercises in Latin. Five hours a week.

*Second semester*—Ritchie's *Fabulae Faciles*, forty pages of connected Latin reading. Continued drill in pronunciation and forms, syntax developed gradually by means of daily written exercises in retranslation. Five hours a week.

(b) Greenough, D'Ooge and Daniell's *Second Year Latin*, with daily exer-



DEBATE TEAM, 1911-12—This team won the Inter-academic championship, securing three victories in one week. No talent is more to be coveted than effective public address; the Academy debating class and the literary societies are most helpful to this development.

# EVANSTON ACADEMY

cises in Latin composition, including a thorough drill in forms. Five hours a week.

(c) Bishop, King and Helm's *Cicero*; six orations, including the "Manilian Law"; review of forms; D'Ooge's *Latin Composition*, oral and written, forms the basis for daily work in prose extending over the greater part of the year. Allen and Greenough's *Grammar* is used in both (b) and (c). Five hours a week.

(d) Fairclough-Brown's *Vergil*, six books of the *Aeneid*, with practice in sight reading, derivation, word formation and review of forms. Five hours a week. D'Ooge's *Latin Composition, Exercises for Senior Review*, weekly.

In Latin composition throughout the first three years, each pupil is required to correct his own written exercise, which is returned to him by the instructor with errors indicated.

Students who desire to enter advanced classes in Latin, but who are found to have insufficient knowledge of the elementary principles of forms and syntax and to lack facility in composition, will be required to review their work. *Those who enter (c) or (d) without Latin composition will be required to make good the deficiency by regular class work under a teacher.* It is advisable that all students study Latin at least two years and if possible four years.

## Greek

JOHN ADAMS SCOTT—Professor of Greek. A. B. Northwestern University; Ph.D. Johns Hopkins University. Phi Beta Kappa. Foreign study and travel. Frequent contributor to philological journals. Professor of Greek, Northwestern University.

The course in Greek is the three-year course required for admission to most colleges. The work is arranged as follows: First year, White's *First Greek Book*, and Gleason's *Story of Cyrus*; second year, *Anabasis*, books I, II, III, IV; third year, eighteen hundred lines of the *Iliad*. About eighty lessons are given to Greek composition. Careful drill in inflection and syntax are given in connection with the work of each year.

## English

CLARION DE WITT HARDY—Instructor in English and Public Speaking. A. B. Dakota Wesleyan University. Graduate of the Cumnock School of Oratory. For six years Professor of English Literature and Public Speaking in Dakota Wesleyan University. Lecturer on the Chautauqua platform. Winner of the Interstate Oratorical Contest.

CLARA GRANT—Instructor in English. Ph.B. Northwestern University. Phi Beta Kappa. Student at Oxford, England. Foreign travel.

ELIZABETH STANWOOD—Instructor in English (and History). A.B. Vassar College.

MARY POPE—Instructor in English. A. B. Northwestern University.

FLORENCE SCHÉE—Instructor in English Grammar.

Throughout the English course of four years constant attention is given to the rudiments of English composition—spelling, punctuation, etc. Drill is given in correct forms of commercial and social correspondence.

# EVANSTON ACADEMY



THE FOOT-BALL TEAM—This was a good team, made a good record, and, like other Academy athletic teams, conducted themselves as gentlemen and true sportsmen. The right sort of athletics is a real aid to character.

English (a)—In this three-hour course, Dickens' *A Christmas Carol* and *A Tale of Two Cities*, Palmer's *The Odyssey of Homer*, Irving's *The Sketch Book*, and Shakespeare's *A Midsummer Night's Dream* are carefully read and discussed. Gayley's *Classic Myths in English Literature* is studied in connection with *The Odyssey*. Supplementary reading may be selected from the novels of Dickens and Stevenson, and from Longfellow's *Tales of a Wayside Inn*.

Throughout the year composition, oral and written, is emphasized; attention is paid to construction of sentences and paragraphs, to analysis of thought, and especially to securing interest in the matter treated. The work is based on Brook's *Composition Book I*. At least one theme a week is required. Opportunity is freely given for personal conference between student and instructor, and every facility is offered for practice and improvement in the effective use of English.

English (b)—In this four-hour course, one hour a week is devoted to rhetoric and theme writing; the other hours are given to the close study of several English classics, including Scott's *Lady of the Lake*, Arnold's *Sohrab and Rustum*, Hawthorne's *Twice-Told Tales*, Shakespeare's *The Merchant of Venice*, Halleck's *American Literature*, and Long's *American Poems* are carefully studied. Further



# EVANSTON ACADEMY

selection may be made from the following list: Scott's *Ivanhoe* and *Quentin Durward*, Hawthorne's *The House of the Seven Gables*, Blackmore's *Lorna Doone*, Webster's *The First Bunker Hill Oration*, Shakespeare's *Twelfth Night* and *Henry V*.

The composition work is intended to give the student a thorough drill in all matters of rule, and in the written and oral expression of thought with clearness, force, and some degree of elegance. For drill in punctuation and sentence structure Fansler's *Exercises in English Form and Diction* is used. This course includes personal conference with the instructor concerning written work.

English (c)—In this four-hour course the study of composition is based upon Brooks and Hubbard's *Composition and Rhetoric*. One formal theme a week is required, supplemented by other written work, to be corrected in conference with the instructor. The reading of themes in class, with oral criticism and general discussion, is frequent.

From the list of college entrance requirements, the following masterpieces have been selected for critical study: Shakespeare's *Julius Caesar*, *The Sir Roger de Coverley Papers*, Pope's *The Rape of the Lock*, Coleridge's *The Rime of the Ancient Mariner*, George Eliot's *Silas Marner*, Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*, and Lowell's *The Vision of Sir Launfal*. Pancoast's *Introduction to English Literature*, or a similar text-book, is used throughout the year for a study of different periods represented by the classics read.

Other classics are chosen for general reading, certain recitation periods being given to each in addition to outside work; the choice is made from the following list and regularly includes more than half: Shakespeare's *As You Like It*, Dryden's *Mac Flecknoe*, Macaulay's *Life of Johnson*, Gray's *Elegy*, Goldsmith's *The Deserted Village*, *The Vicar of Wakefield* and *She Stoops to Conquer*, Irving's *Life of Goldsmith*, George Eliot's *Adam Bede* or *The Mill on the Floss*, Mrs. Gaskell's *Cranford*, Thackeray's *Henry Esmond*, and Lamb's *Essays of Elia*.

English (d)—In this four-hour course, theme writing is emphasized; two written articles a week are required, one of which is a formal theme and is corrected in accordance with the criticisms of the instructor in personal conference. A portion of the time is given to the practical study of punctuation, rhetorical principles, and the character of the English vocabulary. Some of the more important facts in the history of the English language are learned through outside reading, reports, lectures, and class discussions. All these different phases of the work are given in connection with the study of the required classics. Some such manual as Long's *History of English Literature* is used as a guide. The classics studied are Shakespeare's *Macbeth*, Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*, Burke's *Speech on Conciliation*, Carlyle's *Heroes and Hero Worship*, and *Selections from Lincoln*. In addition to this work a chronological study of English poetry is made. The students are required to present reports on definite periods or on poems of each of the prominent poets.

For supplementary reading, selections are made from the following: Chau-

# EVANSTON ACADEMY

cer's *Prologue to the Canterbury Tales*, Spencer's *Facrie Queen*, Carlyle's *Essay on Burns*, De Quincey's *Joan of Arc* and *The English Mail Coach*, Washington's *Farewell Address*, Macaulay's *Essays*, Bacon's *Essays*, Emerson's *Essays*, Shakespeare's *Dramas*, selected poems from Browning, and selected novels of Eliot, Dickens and Thackeray.

## German

COWDEN LAUGHLIN—Instructor in German. A.B., A.M., Ph.D., Princeton University. Fellow in Harvard University, Student in Germany and France on a Princeton fellowship for two years and a half. Member of the faculties of Princeton University and the University of California.

German (a)—Fraser and Van der Smissen's *Grammar* (40 lessons complete) ; practice in dictation and conversation.

Reading of graded selections such as Guerber's *Märchen und Erzählungen*; Seeligmann's *Altes und Neues*; Müller und Wenckelbach's *Glück Auf*, and Storm's *Immensee*. Five hours a week.

German (b)—Fraser and Van der Smissen's *Grammar* completed; Pope's *German Composition*.

Reading of about 450 pages, including such works as Storm's *In St. Jürgen* or *Im Sonnenschein*; Wildenbruch's *Das Edle Blut* or *Der Letzte*; Rosegger's *Der Lex von Gutenhag*; Auerbach's *Brigitta*; Moser's *Der Bibliothekar*; Baumbach's *Der Schwiegersohn*. Sight reading from *Aus Nah und Fern* (as the numbers appear). Sight reading of *Im Vaterland* and conversation based on the same (omitted in 1912-1913). Five hours a week.



LUNT LIBRARY—Here Academy students have access to more than 125,000 books and pamphlets, to a large file of periodicals, and to expert direction in the use of books, a fine privilege. What better habit than that of good reading? This is supplemented by the Evanston Public Library.

# EVANSTON ACADEMY

## French

ABRAHAM ELIE MUNIER—Instructor in French. Native of France. Graduate of Evanston Academy. A. B. Northwestern University. Instructor in French in the College School, Kenilworth, Illinois.

French (a)—Grammar: Aldrich and Foster, complete. Reader: Sym's *Easy French Stories*, complete. Talbot's *Le Français et Sa Patrie*. Play: *La Grammaire* by Labiche, complete. Verb drill: Decourbey's *Verb-Blank*. Conversation. Five hours a week.

French (b)—Grammar: Work based on Aldrich and Foster's. Composition: Francois' *Introductory Composition*, complete. Reading: Labiche and Martin, *La Poudre aux Yeux*; Halevy, *L'Abbé Constantin*; Daudet, *Neuf Contes Choisis*; Labiche and Martin, *Le Voyage de M. Perrichon*; About, *Le Roi des Montagnes*. Verb drill: Decourbey's *Verb-Blank*. Dictation and conversation. Five hours a week.

## Spanish

Approved students who have completed two years in Latin or French may be admitted to classes in Spanish. Details regarding the course will be given by the principal. A special fee may be required.

## Mathematics

LLOYD CLINTON HOLSINGER—Instructor in Mathematics (and Athletics). A.B., University of Michigan. A.M. Northwestern University. Sigma Xi, Alpha Delta Tau. Instructor in Mathematics in Bradley Polytechnic Institute, Graduate Student, University of Chicago, Baseball Coach, Northwestern University.

LEWIS OMER—Instructor in Mathematics (and Athletics). B.S. University of Illinois. Head of Mathematics Department, Oak Park (Ill.), High School, 1903-1910. Track Coach, Northwestern University.

GEORGE WASHINGTON FURREY—Instructor in Mathematics (and Physics). Ph.B., A.M. University of Michigan.

ALVIN PERCY BRADLEY—Instructor in Mathematics (and Mechanical Drawing). A.B., Northwestern University.

HELEN TUTTLE—Assistant in Algebra.

The courses in mathematics offered are as follows:

(a) *First Year Algebra*—Five hours a week throughout the year. The course includes algebra through quadratics. To be preceded by arithmetic.

(b) *Higher Algebra*—Four times a week, one semester. Includes a review of algebra (a), ratio and proportion, progressions, binomial theorem, and logarithms. Geometry (a) and algebra (a) are required for admission to algebra (b).

(c) *College Algebra*—Four times a week, one semester. Algebra (a), algebra (b), and geometry (a) are required for admission to College Algebra.

(a) *Plane Geometry*—Four times a week throughout the year. Algebra (a) is required for admission to plane geometry.

(b) *Solid Geometry*—Four times a week, one semester. Algebra (a) and geometry (a) are required for admission to solid geometry.

*Trigonometry*—A four-hour course of one semester is offered in plane trigonometry.



# EVANSTON ACADEMY

## Physics

GEORGE WASHINGTON FURREY—Instructor in Physics (and Mathematics). Ph.B., A.M. University of Michigan. Extended experience in teaching in public schools. Professor of Mathematics, Mount Morris College, 1899-1909.

The work in physics is open to third and fourth year students. Those who enter upon it should have a working knowledge of the metric system, and of the elements of algebra and plane geometry. The course includes a study of plane motion, and of the elements of dynamics. Especial attention is given to wave motion as a basis for the study of sound, heat, electricity, and light, which are taken up in the order given. Students are expected to perform about sixty experiments, mostly quantitative, which are carefully reported in a note-book to be submitted to the instructor for criticism. The plotting of curves to show the relation between the physical quantities involved is made a prominent feature of laboratory work. The study of electricity occupies one-third the time of the entire course, and is practical in every detail. Three hours a week are given to recitations and two two-hour periods to laboratory work. See pages 6 and 7 for equipment.

## Chemistry

ABRAM VAN EPPS YOUNG—Professor of Chemistry. Ph.B. University of Michigan. Graduate student and fellow in chemistry, Johns Hopkins University; assistant in chemistry, Harvard University. Professor of Chemistry, Northwestern University.

A course in general chemistry is offered in the fourth year of the Academy course, especially for students who require this subject for preparation for college or engineering school. At least five hours each week are spent in the laboratory. Other hours are reserved for lectures. The latter part of the course presents an introduction to quantitative analysis. The text-book used is Young's *Elements of Chemistry*.

The course in chemistry is recommended for all students preparing for scientific work, and especially for those who expect to enter engineering or the medical profession. The equipment of the laboratory is thoroughly adequate.

The student preserves the results of his experiments in a note-book, which is submitted to the instructor for criticism. The course is the same as that for freshmen in the College of Liberal Arts.

## Biology

LEWIS HART WELD—Instructor in Biology. A.B. University of Rochester; A.M. University of Michigan. Graduate student at Cornell University. Phi Beta Kappa, Alpha Delta Tau. Member of American Association for Advancement of Science.

Three hours of recitation and two two-hour periods of laboratory work a week are required through the year. Bergen's *Foundations of Botany* is used as a text. The work consists of recitations, informal talks, reference reading and the preparation of short papers, together with the detailed examination of material in the laboratory and the making of careful laboratory notes and drawings. Whenever possible, knowledge of the life processes of plants is arrived at by means of experiment, these experiments being performed by one or two students for the benefit of the whole class. About thirty such experiments are per-

## Botany

# EVANSTON ACADEMY

formed during each semester. Aside from the cultural value of the botanical information and the training in actual observation and clear statement, one aim of the course is to point out the many practical applications of botany and general biological principles to the affairs of every-day life.

The first semester deals with the individual plant. The following topics are considered: the morphology and germination of seeds, chemical contents of seeds, foods, structure and functions of roots, soils, buds, winter twigs, types of stems and microscopic structure of simple two stems.

The second semester deals with the structure and function of leaves, photosynthesis, the supply of nitrogen, and then passes to a rapid survey of the whole plant kingdom. About two weeks are spent on bacteria and their relation to decay, disease, and their beneficial rôle in the various industries. Representative species are studied in the fungi (especially those of economic importance, such as the rusts and moulds). The life histories of liverwort, moss and fern introduce the idea of alterations of generations, and the course concludes by tracing this idea up into the flowering plants.

The course may be entered at the beginning of either semester.

## Zoölogy

Two hours of recitation and four hours of laboratory work a week are required throughout the year. Four hours of field or museum work are thought to be equivalent to two hours of laboratory work. Linville and Kelly's *Text-Book in General Zoölogy* is used. The method is much the same as in botany but much more reference reading on assigned topics is required. A knowledge of how to make use of the libraries and of how to do independent laboratory work is prerequisite to the course. The aim is to furnish an introduction to the study of animals, their structure, habits, and life histories. Attention is called to general biological principles and the larger questions which naturally arise in such a study. Its relation to human affairs is frequently emphasized so that the course may lay the foundation for a better understanding of human physiology or serve as a preparation for professional courses.



A PANORAMA OF THE CAMPUS—This panorama gives a bird's-eye view of grounds and buildings on the lake shore. The dormitories are to the west. This cut is a poor representation of the university. Could the

# EVANSTON ACADEMY

The work begins in the fall with the study of insects. In the winter the vertebrates are studied and in the spring the numerous invertebrate groups. Trips are usually made to the University and Field Museums and to the Academy of Sciences and collections of living animals in Lincoln Park. See page 7 for equipment.

## History Civics and Economics

HARRY THOMAS NIGHTINGALE—Ph.B. University of Michigan; A.M. University of Illinois. Student at Universities of Jena, Leipzig, and Oxford. Instructor in Chicago High Schools and University of Illinois Academy.

ELIZABETH STANWOOD—Instructor in History (and English). A.B. Vassar College.

Instruction is offered in the history of Greece, Rome, Europe, England, the United States, and in Civics, Industrial History, Business Law, and Elementary Economics. The courses in Grecian and Roman History, Industrial History, Economics, and Business Law extend through one semester, each of the other courses through the year. The department requires frequent written exercises and reports of a character intended to develop precision and judgment and facility in using books. Geography is emphasized in the history courses, and outline and sketch maps are used. Selections from the sources are used constantly, as well as illustrative matter.

*Ancient History. First Semester*—Grecian History, with some preliminary study of oriental history. Five hours a week. Text-books for 1912-1913: Botsford's *History of Greece*, Seignobos' *History of Ancient Civilization*. Source material: *Ulysses Among the Phaeacians (Odyssey)*, Sophocles' *Antigone*, Plutarch's *Agesilaus*, Aristotle's *Athenian Constitution*, Xenophon's *Hellenica*, Polybius on Achaean League, the last four in excerpts, published in pamphlet form, edited by Professor Fling.

*Second Semester*—Roman History. Five hours a week. Text-books for 1912-1913: Morey's *Outlines of Roman History*, Seignobos' *History of Ancient Civilization*. Source material: Munro's *Source Book of Roman History*.



Hatfield House, the Gymnasium, and the playing field are to the north. Music Hall and the women's the campus. The University grounds stretch for half a mile along the delightful situation?



# EVANSTON ACADEMY

European History. The history of Western Europe from the battle of Adrianople to the present, with special emphasis on the modern period, and the development of the great continental nations of today. Five hours a week throughout the year. Text-book 1912-1913: Robinson's *History of Western Europe*. Source material: Robinson's *Readings in European History*, one volume edition.

This course is given in 1912-1913, and in alternate years.

United States History and English History are elective, and open only to third and fourth year students.

United States History. Given 1912-1913, and in alternate years. The course presupposes a knowledge of the elemental facts of the subject, such as is secured in a thorough course in the grade or grammar schools. A large amount of collateral reading is required, both in the sources, and in secondary works. Reports on the reading and frequent papers on assigned subjects must be submitted. Four hours a week throughout the year. Text-book for 1912-1913: Muzzey's *American History*.

English History. Given in 1913-1914, and in alternate years. The work of the course follows in general the same plan as in United States History. Four hours a week throughout the year. Text-book 1911-1912: Cheyney's *Short History of England*. Source material: Cheyney's *Readings in English History*.

Civics. The first semester's work will consist of a study of local government, rural and municipal, and state government. The work will proceed in the following order: 1st, briefly, the origin of government; 2nd, the structure or machinery of government; 3rd, the functions or activities of government. With special emphasis on the latter phase of the subject, the class will study "Applied



LAKE SIDE PARK—Most of the Lake Front in Evanston is open to the public. Here is a part of it that is becoming more beautiful every year. Fisk Hall in the background.

# EVANSTON ACADEMY

Civics," in its relation to some of the present-day social and economic, as well as political, problems. The second semester's work will be the study of the national government, in much the same manner as the above, together with comparisons with several European governments. Collateral reading will be required. Four hours a week throughout the year. Text-books for 1912-1913: Guitteau, *Government and Politics in the United States*; Greene's *Government of Illinois*; Bryce's *American Commonwealth* (abridged edition).

Industrial History. *First Semester*—The purpose of this course is to show the student the origin and development of our present industrial system and to give an understanding of the nature of the problems arising from our modern system. The chief emphasis will be placed upon the development in the United States. An important part of the work will consist of special reports by students upon assigned topics. Text-book for 1912-1913: Bogart, *The Economic History of the United States*.

Business Law. *Second Semester*—1912-1913, and alternate years. The purpose of this course is to show young people how the rules of law, governing ordinary business transactions, have been developed, and to tell what they are. Technical law terms have been avoided as much as possible. The course will give the student a fair acquaintance with the legal principles and ideas which are involved in ordinary business affairs, help him to know when he ought to consult a lawyer, how to make, indorse and use checks and other forms of negotiable paper, to understand his rights against hotel-keepers, common carriers, and others, as well as to give him information about the purchase and sale, the transfer and conveyance of land and of personal property. Text-book for 1912-1913: Burdick, *Essentials of Business Law*.

Elementary Economics. *Second Semester*—Given in 1913-1914, and in alternate years. The aim of this course will be to give the student a broad outlook upon our industrial and political system. Some attention will be given to economic theories and principles, but the emphasis will be placed upon present problems, not with a view of finding solutions at once—that can be done only after more advanced study—but with the intention of obtaining an understanding of the nature of and reasons for the present industrial controversies and conflicts. Text-book for 1913-1914: Laughlin, *Elements of Political Economy*.

## Bookkeeping and Penmanship

AUBREY SHANNON MOORE—Instructor in Bookkeeping, and Penmanship. A.B. Northwestern University. Expert in commercial science and experienced bookkeeper.

The course in bookkeeping covers the entire year, five hours a week. Actual business forms will be used in all of the work, so that the student may become familiar with drafts, notes, bills of sale, or mail orders. The work includes, besides the ordinary single and double entry exercises, accounts of wholesale grocery, commission and shipping, wholesale dry goods, and corporations. This work is put on as thorough a basis of instruction as the regular literary and scientific courses.

Instruction is provided in penmanship during the first semester. A practical business hand is taught and constant exercise in good penmanship is required.

# EVANSTON ACADEMY

## Stenography and Typewriting

HELEN CHURCH—Instructor in Stenography.  
Experienced office stenographer and instructor in stenography.

The course in stenography is pursued throughout the year, four hours a week in class. The instruction is practical in every way. The course has been given for the special service of Academy and College students in note-taking or in self-support. In typewriting the touch method is used. Accuracy is the first consideration, but careful attention is given to the development of speed. The latest model of Remington visible machines has just been installed.

## Mechanical Drawing

ALVIN PERCY BRADLEY—Instructor in Mechanical Drawing (and Manual Training). B.S. Northwestern University. Special student of mechanical drawing and civil engineering. Practical experience as draughtsman.

The first year's work consists of free-hand lettering, the construction of geometrical figures, sections, intersections, and the development of the surfaces of solids, the entire year's work having for its object a knowledge of the instruments which the student uses. Four hours a week.

In the second year the intersections of solids are continued, followed by working drawings, conventional representations of bolts and screw threads, and machine drawing, the dimensions being taken from apparatus in the shop. Throughout the course particular attention is paid to lettering, as it is in this respect that so many are weak. Four hours a week.

To the ordinary student the work is of benefit in the cultivation of habits of neatness and accuracy, and in the expression of ideas in drawings. For the student who expects to take courses in engineering, mechanical drawing will provide a good foundation for later work in machine drawing.

## Manual Training

ALVIN PERCY BRADLEY—Instructor in Manual Training (and Mechanical Drawing). B. S. Northwestern University.

The object of manual training, as here taught, is not to fit a student to enter a mechanical trade, but to cultivate the geometric imagination, a habit of accurate observation, and some degree of manual skill. In all work exact dimensions are prescribed and a degree of precision is insisted upon which insures a thorough understanding of each exercise and a proper use of tools. The equipment for manual training is complete.

*First Semester.* Work in white pine, chiseling exercises and common joints used in construction.

*Second Semester.* Cabinet woods; joining, wood staining and polishing.

## Music

Classes for instruction in the rudiments of music and in vocal sight reading are held in Music Hall. A fee of \$1.50 a quarter is charged. The classes meet for half-hour periods. Academy students have the privilege of attending the



# EVANSTON ACADEMY

numerous faculty and student recitals at the School of Music free of charge. Further opportunity for advancement in music is offered by the Evanston Musical Club. A fair voice and a rudimentary knowledge of music are the requirements for admission, and a small fee is charged. To those desirous of paying more particular attention to the study of music, the School of Music provides extensive courses in voice, piano, organ and orchestral instruments, as well as in harmony, musical history, counterpoint, composition, etc. For full details see Circular of the School of Music.

If there is sufficient interest, an orchestra is maintained and a glee club is organized under the direction of competent leaders furnished by the school. This affords valuable musical instruction without additional expense to the members. Membership is open to all who pass the instructor's judgment. The following instruments for the orchestra can be used: violin, viola, mandolin, guitar, banjo, mandola, drums, piano, 'cello, clarinet, cornet, trombone, flute, piccolo. Others will be considered by the instructor.

## The Literary Musical Course

A course of literature and music, to be distinguished by an appropriate diploma, may be arranged in which music takes the place of four units of the usual requirements, except English. (See pages 27, 28). Music (preferably piano) to be accepted for such credit must be pursued continuously and satisfactorily for four years, requiring two lessons a week and not less than two hours a day of study and practice. Students in this course pay the Academy tuition of \$87.00 per annum. They pay also for their music tuition according to the



A LATIN CLASS-ROOM—The class-rooms of the Academy are not large—intentionally so. The classes themselves are small, the instruction correspondingly personal. The decorations of the rooms are used as aids to instruction.

# EVANSTON ACADEMY

"Special Student Fees" charged in the Music School, minus a rebate of \$20.00 per annum. Students who pursue this course need to take at least one year more of work in the Academy to fulfill all the requirements for *entrance to college*, as music is not accepted in the usual program for college preparation.

## Courses of Study

### The General College Preparatory Course

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a)	1 English (b)	1 English (c)	1 English (d)
2 Algebra (a)	2 Geometry (a)	2 Latin (c), French, German or Greek (a)	2 Algebra (b)
3 Latin (a)	3 Latin (b)	<i>Two of the following:</i> History, Zoölogy, Physics, Second foreign language	3 Latin (d), Greek, French or German (b)
4 Botany or Ancient History	4 Ancient History		<i>One of the following:</i> History, Zoölogy, Physics, Chemistry, second language

### Course Suggested in Preparation for the Study of Medicine, Pharmacy or Dentistry.

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a)	1 English (b)	1 English (c)	1 English (d)
2 Latin (a)	2 Latin (b)	2 German (a)	2 German (b)
3 Botany or Ancient History	3 Zoölogy	3 Physics	3 Chemistry
4 Algebra (a)	4 Geometry (a)	4 Ancient History	4 Algebra (b)

### Course Recommended in Preparation for the Study of Law.

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a)	1 English (b)	1 English (c)	1 English (d)
2 Latin (a)	2 Latin (b)	2 German or French (a)	2 German or French (b)
3 Botany or Ancient History	3 Ancient History	3 European History	3 U. S. or English History or Civics and Industrial History
4 Algebra (a)	4 Geometry (a)	4 An elective	4 Algebra (b)

### Course Required in Preparation for the Study of Engineering.

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a)	1 English (b)	1 English (c)	1 English (d)
2 Latin or French (a)	2 Latin or French (b)	2 German (a)	2 German (b)
3 Algebra (a)	3 Ancient History	3 Physics	3 Chemistry
4 Mechanical Drawing and Manual Training	4 Geometry (a)	4 Algebra (b), and one of the following: Geometry (b), Algebra (c), Trigonometry	4 <i>Two of the following:</i> Geometry (b), Algebra (c), Trigonometry
	5 Mechanical Drawing		

# EVANSTON ACADEMY



THE TRACK TEAM, 1911-1912—This team made a fine record, winning, among other things, the Princeton Alumni Meet in Chicago, and the Northwestern University Interscholastic Indoor Meet.

Students completing the course of study in the Academy are admitted on certificate to the College of Liberal Arts, the College of Engineering, the Law School, the School of Pharmacy, and the Dental School of Northwestern University. Certificates of the Academy are accepted, as well, at any of the colleges in any part of the country which admit on certificate. The principal and a special committee of the Academy faculty give attention to the registration of students intending to enter College or a technical school, so that preparation may be made to the best advantage. The school prides itself upon its ability to prepare students to enter any college, and upon the records of its graduates who have gone to college.

The School is a member of the North Central Association of Colleges and Secondary Schools which adjusts the standards of work in the institutions of the Middle West, and also of the North Central Academic Association, a growing and efficient organization of the leading preparatory schools of the Middle West. The principal is a member of the Headmasters' Association, composed largely of heads of schools in the East.

Fifteen units of work are required for graduation with diploma. A *unit* is equivalent to a year's work in any one subject with recitations four or five times a week. A student having a condition of not more than two units receives a *certificate of credits* and is entitled to register in the College of Liberal Arts of Northwestern University.



# EVANSTON ACADEMY

## Requirements for Graduation (Fifteen Units)

- (1) All units, equivalent to seven and one-half, included in Group A. (See below.)
- (2) Four units from Group B.
- (3) Three and one-half additional units from Group B, C, or D.

### GROUP A

- 1-4. *English Language, and Literature* (a), (b), (c), (d)—a four-year course. Three units.
- 5-7. *Mathematics—Algebra* (a), *Algebra* (b), one and one-half units; *Plane Geometry*, one unit. Two and one-half units.
8. *History*—A one-year course—preferably Greek and Roman history. One unit.
9. *Laboratory Science*—One year, preferably physics. One unit.

GROUP B		GROUP C		GROUP D	
10.	<i>Greek</i> (a)	25.	<i>College Algebra</i> (c)	40.	<i>Industrial History</i>
11.	<i>Greek</i> (b)	26.	<i>Plane Trigonometry</i>	41.	<i>Bookkeeping</i>
12.	<i>Greek</i> (c)	27.	<i>Solid Geometry</i> (b)	42.	<i>Stenography and</i>
13.	<i>Latin</i> (a)	28.	<i>Botany</i>		<i>Typewriting</i>
14.	<i>Latin</i> (b)	29.	<i>Zoölogy</i>	43.	<i>Manual Training</i>
15.	<i>Latin</i> (c)	30.	<i>Physiography</i>	44.	<i>Mechanical Draw-</i>
16.	<i>Latin</i> (d)	31.	<i>Physiology</i>		<i>ing</i>
17.	<i>French</i> (a)	32.	<i>Chemistry</i>	45.	<i>Freehand Drawing</i>
18.	<i>French</i> (b)	33.	<i>Mediaeval and</i>	46.	<i>Business Law</i>
19.	<i>French</i> (c)		<i>Modern European</i>		
20.	<i>German</i> (a)		<i>History</i>		
21.	<i>German</i> (b)	34.	<i>English History</i>		
22.	<i>German</i> (c)	35.	<i>American History</i>		
23.	<i>Spanish</i> (a)	36.	<i>Civil Government</i>		
24.	<i>Spanish</i> (b)		( <i>Civics</i> )		
		37.	<i>Political Economy</i>		
		38.	<i>Commercial Geog-</i>		
			<i>raphy</i>		
		39.	<i>Commercial Law</i>		

NOTE.—The units under Group B may be made up by four units of one language; three units of one and one of another, or two of one and two of another. All the units in Groups B, C, and D which are taught here, except solid geometry, college algebra, plane trigonometry, industrial history, elementary economics and business law, are full year courses. Students entering the College of Liberal Arts and the College of Engineering of Northwestern University are allowed to have no more than two units from Group D. Students entering other colleges should consult their catalogues before choosing their elective studies. The principal will gladly aid in this.

In the course in literature and music (see page 25) distinguished by an appropriate diploma, music is substituted for any four units of the above requirements except English.

## Moral Influences

The Academy fosters the moral and religious life of its students, and to this end encourages association in various forms of endeavor looking to the social well-being of the student community.

The Academy Christian League contributes to the highest interests of the school in cultivating social relations, and in providing religious services that continue at school the activities pursued by many of the students at their homes.

# EVANSTON ACADEMY

Several courses in Bible study are open to all. A Young Men's Christian Association also provides an incentive to religious activity.

Attendance is required of all students at daily chapel exercises. The principal endeavors to make the chapel service of interest and of usefulness to the school. To this end addresses are frequently given by speakers of ability and prominence. The student on entering the Academy will register the church he chooses habitually to attend. Many denominations are represented in the student body, and the school is in no way sectarian.

In all the religious life of the school the aim is to develop noble character, apart from sectarianism or any other divisive influence. The Academy purposes that all shall find in the school a congenial and helpful atmosphere.

The church organ in Fisk Hall chapel, presented to the University by the Alumni of the College of Liberal Arts, was finished in May, 1909, at a cost of \$8,000. It was built by Casavant Brothers, of St. Hyacinthe, Quebec. It is a beautiful and most serviceable instrument, and is used daily in the chapel exercise. At intervals an organ recital is substituted for the regular chapel service.

Five literary societies have been formed in the Academy—three for men, the Philomathia, Euphronia, and the Zetaethea; and two for the young women, the Illinae and Pieria. The meetings of these societies are controlled solely by the students, under the general supervision of the principal and faculty, and are conducted with dignity and profit. Special rooms have been set aside in the building for the use of these societies, and have been attractively furnished and decorated. The meetings of the societies are held weekly and give the members discipline in thought, debate, public address, parliamentary law, and the conduct of business. While membership in these societies is by election, it is required by the school that any student who is interested in the work done by the societies shall have the opportunity for this culture in affiliation with one or another of these organizations. Fraternities are prohibited.

The school endeavors to stimulate in the literary societies the highest degree of efficiency, and to further in the school the interests of debating, oratory and declamation.

Every year the school participates in dual or triangular debate with other academies. In the year 1911-1912 the league was composed of Naperville Academy, Joliet High School, and Evanston Academy.

The interacademic Oratorical League was organized in December, 1904. Its members are Lake Forest Academy, Elgin Academy, Grand Prairie Seminary of Onarga, Morgan Park Academy, Culver Military Academy and Evanston Academy.

A local prize oratorical contest is held at the Academy in April, and the winner of the first prize is appointed to represent the school at the Interacademic contest. Mr. James A. Patten has given the prizes in recent years.

The fifth annual declamation contest for the Foster prize will be held in May, 1912. Mr. George A. Foster, of the class of '81, Northwestern University, provides first, second, and third prizes of twenty-five dollars, ten dollars, and five dollars, respectively.

Literary  
Societies

Debating,  
Oratory  
and  
Declama-  
tion

# EVANSTON ACADEMY

It is required of all students who represent the school in any public contest that their general scholarship be of satisfactory grade. Information regarding the regulations governing interacademic debating and oratory, and regarding the local contests in oratory and declamation may be obtained at the principal's office.

In the spring of 1910 the House of Representatives was founded. This is a national school organization patterned after Congress and is conducted in a serious and helpful manner. It is an adjunct to the work of the literary societies and is open to the entire student body.

## Prizes

During the past year prizes have been offered as follows:

THE FOSTER PRIZE—Mr. George A. Foster, A. B., of the class of '81, Northwestern University, has provided prizes of twenty-five dollars, ten dollars and five dollars to the three students receiving first, second and third places, respectively, in the annual declamation contest.

THE ORATORICAL PRIZE—Mr. James A. Patten has given two prizes, one of twenty dollars, and another of ten dollars, to those students who in the annual oratorical contest of the literary societies of the school secure first and second place, respectively.

## Gymnasium and Athletics

Athletic work and gymnasium practice are encouraged and fostered by the Academy. It is recognized that healthful physical exercise is necessary for boys of academic age, and the aim in athletics is not to have small teams highly developed, but rather to encourage the love of play in the individual and to have a large percentage of students take part in the physical activities of the school.

It is felt that the training a young man receives in athletics, if of the proper sort, teaches him to subordinate his individuality to that of the community of the school and develops traits of character that will be of value to the state and community in later life.

The new gymnasium of Northwestern University is open to Academy students and gives them opportunity to take gymnasium and track work in the largest and most complete gymnasium in the country. (See page 8.)

Students so desiring are subjected to physical examination, and careful records of development, weaknesses, strength, and the condition of heart and lungs, are made. From these data special exercises for corrective purposes can be prescribed, according to the needs of the individual.

It is the aim of the school to encourage manly sport, to maintain it at low expense, to inspire in the students who participate in it noble ideals of conduct, and to direct the sport into the most salutary channels.

With this end in view teams have been organized in football, track, baseball, cross-country running, indoor ball, swimming, tennis, golf and basketball and contests are annually scheduled with the best preparatory and high school teams of the vicinity.

Students have access to the Northwestern Field, an athletic ground not excelled in the Middle West for its size and its appointments.

The Athletic Association of the University has built and maintains tennis courts, two of which are set apart for the exclusive use of the Academy students, who pay a small fee for the privileges of the Association.



# EVANSTON ACADEMY

All athletics are under the direct supervision of the Academy faculty, and the Academy Athletic Association, composed of students and faculty.

No student may take part in any interacademic athletic contest without the written approval of the principal of the Academy.

No student who is delinquent in his studies may participate in any inter-academic contest.

The school teams have had a splendid record. In 1911-1912, as well as in previous years, the basketball, swimming, and baseball teams won the Cook



BASKETBALL TEAM, 1911-1912—This team won the Cook County Interscholastic Championship and the Interacademic Championship of Illinois and Indiana.

County Interscholastic Championship, and the tennis team at the University of Chicago Scholastic meet won the championship in doubles and was runner-up in the singles. The 1911 football team was the best the school has had in years, being selected to represent the Middle West in the Far West. The track team had a fine record, among other things winning the Princeton Alumni Meet in Chicago, and the Northwestern University Interscholastic Indoor Meet. While the records of the teams have been so good, nothing has been allowed to interfere with class-room work and sportsman-like conduct. The school regards these points as more important than athletic victories.

# EVANSTON ACADEMY

## Health

The Academy regards the health of its students as a main consideration. The school is fortunate in its situation in a suburban city with all the advantages, sanitary and otherwise, of a modern city. The water supply is abundant and healthful. The city is almost without manufacturing industries so that the air is free from smoke and other impurities. The City's Board of Health is most efficiently administered. There are many miles of well-laid walks that make exercise a pleasure. The Academy building and the dormitories are evenly and thoroughly heated by steam.

Recitation rooms for the most part have a southern exposure. The nervous strain of class work is reduced to a minimum by the five minutes' intermission for relaxation between recitations, by blackboards of roughened surface, tinted green, on which talc crayon and dustless erasers are used. Unusual precautions have been adopted to secure safety in case of fire.

Provision is made for health talks to young men and women assembled separately, discussing especially the hygiene of the life of the student. In the event of serious illness a resident of Evanston has access to the best medical and surgical skill. Northwestern University has arranged with the Evanston Hospital, one of the best in the state, for the care of students who may be seriously ill. The hospital is complete and modern in all its appointments. On advice of the physician, the principal of the Academy arranges for the transfer of the student to the hospital, notifying the parent or guardian of the action taken. Most gratifying results have attended the use of the hospital by the University. It may be of interest to note that the two beds in the hospital subsidized by the University are not occupied one-half of the year, though there are many hundreds of students in the College, Academy and School of Music.

## Day Students

Many students in Evanston and vicinity find the arrangement of the hours of Academy classes especially convenient. The recitations are grouped as far as possible in the morning from eight o'clock to five minutes past twelve. Chapel begins at five minutes of nine and closes at twenty minutes past nine. This adjustment makes it possible for most students to be at home for lunch. The afternoon, if not used for laboratory work at the school, is left free for study and recreation.

Evanston is well provided with excellent restaurants easily accessible to those students who live quite a distance from the school but have afternoon class appointments. Adequate time is allowed for lunch.

## Study Room

When students are not engaged in class work they are required to use their morning time in the study-room of the school. This room is large, well-lighted and tastefully decorated. A good working reference library is at the service of students. Throughout the morning hours the study-room is under the supervision of a monitor. Study periods are maintained for make-up work from 1:30 to 4:30 under like supervision.

The students of the Academy publish *The Bear*, an illustrated annual, a creditable reflection of the life of the school, and *The Academian*, a carefully

# EVANSTON ACADEMY

edited weekly paper. All students are eligible to competition for positions on the staffs of these publications.

In June, 1907, a chapter of Alpha Delta Tau was formed in the Academy. This organization corresponds in secondary schools to Phi Beta Kappa in universities. Thus far the fraternity is open only to young men who meet the requirements for the diploma, and election to it is determined by excellence in scholarship. It is the highest honor that can be awarded to a young man at graduation, and has proven a potent stimulus to scholarship. The fraternity is not a social organization and is open only to graduates of the school.

Chapters of the fraternity have been organized in the Tome School for Boys, Phillips Exeter Academy, Phillips Andover Academy, Evanston Academy, William Penn Charter School, Polytechnic Preparatory School of Brooklyn, Wayland Academy, Doane Academy, the Howe School and the University School of Cleveland, and it is to be extended to other leading secondary schools.

The following students were elected to Alpha Delta Tau in June, 1911: Donald Carlos Heffley, Earl Clement Norris, Wellington Corwyn Pixler and Dean Lake Traxler.

Regular tuition in advance, <i>a half year</i> . . . . .	\$43.50
For sons and daughters of ministers in actual service, in advance . . . . .	33.50

Payment is required at the beginning of the semester. Checks in payment of bills should be drawn to the order of Northwestern University. To avoid the expense of exchange charged by the Chicago Clearing House Association on checks drawn on banks outside of that association, it is suggested that checks in payment of Academy bills be drafts on Chicago banks. *No tuition fee will be refunded except in case of illness.* In this event the student will procure from the principal of the Academy an excuse from attendance, and also, from a physician, a certificate of the inability of the student to remain in school, in which case one-half the tuition fee will be refunded *if the student cancel his registration before the middle of the semester.*

In comparison with most secondary schools, the expenses are very low, while the standards and facilities here are the equal of any, and often much better. An economical student should be able to confine his necessary expenses, including tuition, board and room, to between \$350 and \$450. Extravagance in expenditure is strongly discouraged by the school authorities. Parents are advised to limit the amount of spending money granted their children.

## Hatfield House—The Academy Dormitory for Young Men

House Master, LLOYD C. HOLSINGER, A. M.

Matron, MRS. EVELYN F. LIBBEY.

The Academy is indebted to Mr. James A. Patten, of Evanston, for equipping this dormitory for the school. The building was originally constructed from funds secured by the Rev. Robert M. Hatfield, D.D., whose devotion to the University is recognized in the name given it.

Alpha  
Delta  
Tau

Expenses

Living  
Expenses

Residence  
of Young  
Men



# EVANSTON ACADEMY



**HATFIELD HOUSE, ACADEMY BOYS' DORMITORY**—A thoroughly comfortable home for thirty boys, well managed, reasonable in price. The House has modern equipment throughout, recently installed.



**A HATFIELD HOUSE GROUP**—At Hatfield there is an abundance of good-fellowship, and friendships are made that last through life and that reach into many lands.

Hatfield House is situated on Sheridan Road, the favorite pleasure drive to the north of Chicago and Evanston, facing the University Library and tennis courts, one block from Lake Michigan, and five minutes' walk from Fisk Hall, where the recitations of the school are conducted. The site is most healthful and attractive.

The house is a brick structure three and one-half stories in height, accommodating about thirty students. The building is modern in its appointments. It is heated by steam, lighted by electricity, equipped with a large and efficient filter to insure the purity of the drinking water, with shower baths and the best type of lavatories on each floor. The ventilation is excellent. Fire escapes and apparatus are modern in character and are adequate in quantity. The dining service is adjusted to the special needs of students for wholesomeness and variety. An attractive parlor or living room gives domesticity to the house.

The students' rooms are single, or in suites of two or three—separate sleeping rooms and closets with combination study for two students. All the rooms are well lighted, have high ceilings, and are provided with the usual furniture of a student's room. The House has telephone connection with the lines of the Chicago (The Bell) Telephone Company (Evanston, No. 1900).

The new University gymnasium and Lunt Library, open to all Academy students, are a stone's throw from Hatfield House.

The House is under the general supervision of the House Master, a member of the Academy faculty, who endeavors to serve the resident students through friendly association and counsel. The regulations governing the House are as few as will secure to students the proper direction of their time and energy as members of the school. Regular study hours are appointed. The use of tobacco

# EVANSTON ACADEMY

in any form is not permitted in the house. The matron also lives in the house and supervises the care of the rooms and the table.

The House will be opened for the school year on Monday of registration week in September, the first meal being served Tuesday noon. A few articles that are personal to each student should be brought from home: bath towels, napkin ring, two laundry bags, sofa pillows, curtains and room decorations. Baggage should be marked with the owner's name and "Hatfield House," University Campus, Evanston, Illinois. The Academy reserves the right to assign rooms to students or to revise assignments in the interest of the House. New applicants will be required to present certificates of character and of work done in other schools before assignments of rooms will be made. Applicants for rooms are responsible for them for the *full academic year*, but should illness or other event beyond the student's control necessitate his withdrawal before the end of the semester, the House may divide the loss with the student. One-half the annual fee is payable on or before Saturday of registration week in September, and the balance by the first Saturday of the second semester in February.

As the accommodations of Hatfield House are limited, early application should be made for rooms. Students desiring assignments after all rooms are taken will have their names placed on a "waiting list," will be assisted to secure good accommodations with responsible householders in town, and will be admitted to Hatfield as soon as there are vacancies.

Residence in the House will do much to secure for its occupants the advantages of regularity in study with consequent benefits in class work; such a knowledge on the part of the faculty of the student's daily life and tastes as will enable the school to do all possible for his welfare; helpful association with others who have similar aims, with the establishment of friendships that will remain through life; the stimulus and guidance that may be given by the House Master in relations with the students.

The prices of accommodations in Hatfield House range from \$275 to \$350 for the year, for board and room, including everything except personal laundry.

Academy young men rooming "in town" are expected to conduct themselves with due regard to their own best interests as well as to those of the school. Reports are made by householders on blanks supplied by the Academy office. Information is required regarding the student's habits of study, his orderliness about the house, frequency of visitors during study hours, absence from town, church attendance, removals, and any other matter requiring the attention of the principal. This system has disclosed a condition of orderliness and industry among the students. The school will be prepared at any time to make report to parents or guardians if students are not making proper use of their time and privileges at the school.

In private residences in Evanston board may be had in clubs for \$4.00 to \$5.00 a week. Room rent costs from \$1.00 a week to \$1.50 for each occupant, usually two in a room. Board with room in families costs \$5.00 to \$7.00 a week. Evanston is equipped with restaurants where wholesome food is served at reasonable rates.

# EVANSTON ACADEMY

## Residence of Young Women

Young women attending the Academy and not residing in their own homes are under the general supervision of the Dean of Women of the University.

Those who are unable to secure accommodations in the women's dormitories are required to ask permission to room elsewhere. The consent of the principal should be obtained before rooms are engaged. Young women and young men are required to room in separate boarding houses.

The Academy faculty makes a careful examination of the homes in Evanston that wish to receive young women students, and consent is given to engage accommodations only in homes whose character is known and approved. The school will require frequent reports from the householders regarding the general life of the students residing with them.

The character of these Evanston homes and the tone of the young women coming to the Academy are such that parents may have confidence in the provision made for their daughters.

## Loan Funds

A few students are aided every year by small loans, not exceeding in any case fifty dollars in one year, from the funds of the Board of Education of the Methodist Episcopal Church. These loans are made to young men or young women who are members of the Methodist Episcopal Church. They are payable within two years after the end of the students' school life.

A fund called the Students' Loan Fund is administered by the faculty of the University *through its Committee on Loan Funds*. From this fund, loans are made to deserving Academy students (without regard to denominational affiliation) for temporary relief in unexpected emergencies. These loans are always payable not later than the opening of the following school year. Information regarding the place and times at which the Committee will receive applications for loans will be furnished by the principal of the Academy.

## The Summer School

In the summer some of the Academy faculty offer selected courses that give the same credit as courses taken in the regular academic year. Usually there are courses in mathematics, French, German, Latin, English, and history, but no course is given for less than six students. The work is intensive. The course occupies six weeks, five days to the week, for a half unit, and twelve weeks for a full unit. No student registers for more than two half units unless the work is review work, and most students are recommended to take but one-half unit. The attempt is made to complete the work of an ordinary semester in a six weeks' term. It is apparent, therefore, that the class work is full and exacting, and preparation must be correspondingly diligent and extensive.

The summer term begins the week following Commencement, closing according to the courses carried. The fee for one half unit is \$15, for two or more half units at the rate of \$12.50 a half unit.

These summer courses are provided for those who wish to complete their preparation for college in less than four calendar years, for those who may desire reviews for college entrance examinations, or for those who have conditions to be removed. Students of immature years may be refused admission to summer work, and high standards of classroom work during the regular school year are essential to admission.



# EVANSTON ACADEMY

## Miscellaneous Information

The school year is divided into four quarters. The dates of opening, and closing, and of vacations, are stated in the calendar, page 2. Recitation hours are fifty minutes in length. Five minutes' intermission is given between classes. Prompt and constant attendance is required at all class exercises. The first and last days of the term are of such special importance that only the most imperative reasons should require the absence of students at those times.

The patrons of the school come from many states and foreign countries, yet it is a fact of interest that the Academy has an increasing number of students from its own county, where it comes into intelligent comparison with free public schools that are among the best in the land. About one-half the total enrollment are students from Evanston and Chicago.

No student is permitted to absent himself from any required exercise, recitation, or chapel, without accounting for this to the principal. Excuses for all absences are to be presented on printed blanks to be secured at the office, and should state definitely the date of each exercise from which excuse is desired. *Students living at home are required to bring from home written requests for excuse for absences.* Excuses should always, when practicable, be presented in person and before the absence occurs. When this is impossible, the student should present his written explanation on the first day he resumes his school work. Should illness or other cause necessitate an absence of several days, explanation should be sent to the office promptly by a friend, by mail or by telephone. The school regards its class hours and chapel in the light of business engagements which the student must keep regularly and promptly.

It is the intention of the principal that the office shall not be solely a necessary piece of machinery. It is hoped that the students may resort to it for any service that it may render—for advice concerning studies or daily life, for miscellaneous information—in short, that it may serve as a clearing-house for all that concerns the student. The office invites correspondence concerning any matters not made clear herein, and all such letters should be addressed to "Principal Helm, Fisk Hall, Evanston, Illinois," who will give them his personal attention.

Social gatherings of Academy students are under the supervision of the principal of the Academy. Request for such gatherings will be made of the principal, and should be made at least one week before the date appointed for the event. The request will give details as to time, place, chaperonage, character of the party, etc.

No Academy student is permitted to establish or retain membership in any high school or academy fraternity, or to have social or other affiliations with any college fraternity. Students are required on registering in the Academy to subscribe to the following pledge.

"I promise, without mental reservation, that I will have no connection whatsoever with any secret student society, and will not be present at the meetings of any secret student society so long as I am a member of Evanston Academy. In giving this pledge I understand that I hereby agree to hold myself aloof from the acceptance of social favors proceeding from any secret student societies or provided in the interest of such societies, and to refrain from intimacies that would tend to develop my interest more with one fraternity than with another, or would give my acquaintances the impression that I am peculiarly intimate with the members of any fraternity."

Acceptance of favors by men from women's societies, and by women from men's societies is a violation of this pledge.

Patronage  
of the  
School

The Office

Social Events

Fraternities  
Not Allowed

# EVANSTON ACADEMY

## Summaries, September 1911—March 1912

	Men	Women	Total
Academy Students. . . . .	322	131	453
College Students in Academy. . . . .	15	13	28
Music Students in Academy. . . . .	2	15	17
Engineering Students in Academy. . . . .	2	...	2
	<hr/> 341	<hr/> 159	<hr/> 500

## Summary by States and Countries

Evanston. . . . .	113
Cook County, outside of Evanston. . . . .	217
Illinois . . . . .	<hr/> 62
	392

STATES	STATES	STATES	COUNTRIES
Alabama . . . . . 1	Massachusetts . . . . . 1	North Dakota. . . . . 2	Canada . . . . . 1
Arkansas . . . . . 1	Michigan . . . . . 9	Ohio . . . . . 5	China . . . . . 2
Colorado . . . . . 3	Minnesota . . . . . 1	Oklahoma . . . . . 1	England . . . . . 2
Connecticut . . . . . 1	Mississippi . . . . . 1	Pennsylvania . . . . . 6	India . . . . . 1
Florida . . . . . 1	Missouri . . . . . 6	South Dakota. . . . . 1	Mexico . . . . . 1
Indiana . . . . . 8	Montana . . . . . 2	Tennessee . . . . . 3	Philippine Islands. . . . . 1
Iowa . . . . . 14	New Jersey. . . . . 2	Texas . . . . . 4	Turkey . . . . . 1
Kansas . . . . . 3	New Mexico. . . . . 1	Washington . . . . . 1	
Kentucky . . . . . 1	North Carolina. . . . . 1	Wisconsin . . . . . 19	
	Total. . . . . 500		

Attention is called to the fact that this list includes students in attendance to March, 1912, only. Also that the number of college students taking work in the Academy has been reduced from 150 in 1909-1910, and 59 in 1910-1911, to 28 this year, while the increase in Academy students in 1911-1912 over 1910-1911 has been 45.

## Students 1911-1912

Altman, John S.	Bruce, Robert G.	Cornish, Gilbert R.	Fleming, Andrew E.	Hahn, Edmund F.
Alvares, Mario	Brumbaugh, T. C.	Corrie, B. D.	Flentye, Laura A.	Hahn, Elizabeth
Ambler, Frank I.	Brummitt, W. B.	Cosner, Fae W.	Flogaus, William A.	Haigh, Mildred
Amidon, James W.	Buckley, Adine D.	Craig, Ailsa J.	Foresman, Robt. H.	Halberg, Oscar J.
Anderson, Donald K.	Burgan, R. W.	Cronin, Marie L.	Foster, Elinor	Haldeman, L. G.
Antunes, Herbert F.	Burger, Charles W.	Crook, Albert B.	Francis, Marguerite	Hallsted, R. H.
Argraves, Wendell O.	Burger, John A.	Curry, Robert H.	A.	Hamilton, Wm. J.
Arnold, Ethel	Burke, Florence M.	Cutler, Ruth	Frankhauser, Kath-	Hammond, ReEtta
Arnold, Victorese	Burroughs, P. W.	Daniel, Harold	ryne C.	Hanney, Hansler P.
Balmer, Catherine G.	Busby, Wesley G.	Darvill, Edward R.	Frankhauser, Marga-	Hansen, Lucille E.
Barbour, Heman H.	Butler, Willis L.	Dawes, Neil Booker	ret C.	Hansen, Wilbur M.
Barrows, Marjorie	Byxbee, Beatrice	Dawes, Wm. Mills	Frantzen, Vivian H.	Hanson, David A.
Bartz, Clarence W.	Calkins, Helen D.	Decke, Amanda M.	Fredericks, Jennette	Hardie, Isabel W.
Bass, Louis	Campbell, Ruth E.	DeGroff, Elizabeth M.	Fried, Milton H.	Harris, Gladys
Bauer, George G.	Campbell, Sylvia	Denniss, Clyde G.	Froehlich, D. E.	Harris, James C.
Beam, John S.	Carlson, Charles A.	DePew, Hutoka W.	Furness, Margaret	Hartman, Wm. W.
Beatty, Fred	Carlson, Elmer A.	Derwent, Forrest E.	L.	Hasler, Paul W.
Beck, Christian N.	Carpenter, Mary B.	DeShazo, Susie L.	Galtra, Lois W.	Hatfield, Margaret
Beddow, Wayne E.	Carman, Dorothy R.	Detzer, Linus Wm.	Gardinier, Lee P.	Hatterman, Alice L.
Bell, Pauline H.	Carter, Eleanor C.	Donaldson, R. L.	Gates, Byron D.	Hatterman, Arthur
Benjamin, Escnoo L.	Carter, Florence	Dorion, A. S.	Gill, Grant W.	Hatterman, Irene A.
Benner, Hartford G.	Case, Mervin	Dorion, Pauline T.	Gilpin, Ethel M.	Hauk, Fred
Berglund, Eugene N.	Cavanagh, Max J.	Downey, Bradford	Glaser, Emil	Hauxhurst, Erle
Billow, Lillian	Cavette, F. E.	Drinkwitz, Meta	Glaze, Leo W.	Hayford, Walter S.
Binner, Cordier P.	Cawley, Norman	Dubs, Rena M.	Goebel, Edwin R.	Heinze, Wilhelmina
Bishop, Clarence S.	Chamberlain, L. C.	Dudley, Jane A.	Goltz, William E.	Hellyer, Fred A.
Blair, Edward B.	Clapp, Elizabeth	Eastman, Walker P.	Goodreau, Gladys M.	A.
Blake, Edgar L.	Clark, Lyman W.	Eastman, William H.	A.	Goodreds, Geo. H.
Blake, Everett B.	Clark, Mary E.	Eddy, Jesse L.	Goodreds, Wm. P.	Hewitt, Kenneth P.
Bohn, Ralph M.	Clark, William E.	Ede, Richard H.	Goodwin, John H.	Higgins, Gordon H.
Borchers, Wm. F.	Clay, Olive E.	Ederer, Clarence	Goss, Roger F.	Hill, Edward M.
Bowman, J. A.	Claypool, Charles G.	Edgington, Carl D.	Grabbe, Werner H.	Himstedt, Ralph E.
Bowman, L. E.	Colby, Lillian M.	Edmiston, L. P.	Graham, Florence A.	Hingley, J. W.
Boyd, William R.	Coleman, Irason R.	Emerson, L. R.	Grant, Addison W.	Hingley, Margaret
Bradley, Margaret	Collier, Robert, Jr.	Emery, Myrtle	Grasett, Darley B.	Hinners, Ruth
L.	Combs, Herbert L.	England, M. D.	Gray, Raymond K.	Hirst, W. D.
Brasner, Wm. O.	Connell, R. A.	Ennis, Arthur I.	Gray, Rollin Lester	Hissen, Joe T.
Brecher, Jack A.	Cook, Adelaide V.	Ennis, Paul	Griswold, Barret B.	Hocker, Goldie
Bremer, Louis J.	Connolly, Louis M.	Erwood, John, Jr.	Griswold, Gordon A.	Hocking, L. A. T.
Brock, Lyman D.	Corlett, Grace O.	Exley, Frank C.	Gunther, Anita	Hodges, Constance E.
Brown, Paul F.	Cornell, Edna B.	Fadden, Eva L.	Guthrie, Caroline	Hodges, Clarkson V.
Brown, Mary A.		Fancher, Frank H.		

# EVANSTON ACADEMY

Hodgkins, Kath. D.	Koelbel, Arthur	Miller, Helen C.	Pressley, Wm. S.	Thompson, Donald R.
Hogan, Tom Harrie	Mitchell, Herbert	Mitchell, Grant E.	Pritzker, Harry N.	Thompson, John S.
Holden, Eliz. H.	Koelbel, Waldemar	Mitchell, James C.	Ramirez, Cornello C.	Thorn, John C.
Holdt, Catherine M.	Krumsick, Leslie B.	Mitten, Lawrence E.	Randell, James P.	Thorsen, Kenmore
Holgate, Robert	Lagerlof, Walter	Moffatt, Alice N.	Ransom, Florence C.	Todd, Francis E.
Holmes, Charles S.	Lanke, Mildred V.	Mollette, Netta M.	Ratliff, Paul G.	Tondevoid, Harry H.
Hotchkin, Helen M.	Landis, Perry L.	Moore, Harley A.	Raymond, Charlotte A.	Torkilson, E. A.
Hovey, Olive B.	Lange, Edward L.	Moore, Mildred M.	Raymond, Fred'k D.	Torkilson, Thelma
Howard, Vesta J.	Landgraf, Orville A.	Morgan, Merritt S.	Read, Victor A.	Townsend, Ben H.
Howell, William R.	Lapp, Mabel C.	Morley, Gertrude	Reichardt, Karl	Tower, Lawrence
Hu, Frank	Larimer, Joseph M.	Morris, Joseph G.	Reid, Bernice A.	Tseo, George B.
Hudson, Beatrice	Larsen, Laurence W.	Morser, Elamae A.	Riley, Dorothy	Tucker, Marie L.
Humbert, Jerryimah J.	Larson, Anna	Muckian, Peter E.	Robbins, Hazel M.	Tyler, Ethel A.
Huntoon, Milton C.	Lasser, S. Maurice	Mulford, Grace E.	Robertson, Rich. D.	Uhl, Earl R.
Huntsinger, Phoebe J.	Leeman, Edgar R.	Mullis, Robert P.	Rodock, Roy E.	Vale, Leland L.
Hurst, Cecil C.	Lemenager, Albert L.	Murphy, William H.	Rodock, Ernestine L.	VanDusen, Austin K.
Hyatt, Raymond J.	Leonard, Wilma L.	Nadler, Curt Arthur	Rood, James Q.	VanKirk, James A.
Irwin, Helen D.	Lever, Edwin A.	Nash, William E.	Rost, Ethel	VanPelt, John A.
Jackson, Howard E.	Lewin, Pauline	Neidt, Chas. H.	Round, Maurice L.	Vawter, Helen M. M.
Jackson, Philbrick W.	Levis, John W.	Nelson, Eloise H.	Ruffner, George F.	Vennerdrow, Elmer L.
James, Hubert E.	Lewis, Raymond J.	Nelson, George A.	Rycerson, Gladys I.	Vennerdrow, Eskel L.
James, Maurice A.	Lighthart, Viola R.	Nervione, John T.	Sandstrom, Herb't E.	Vernay, Clara E.
James, Robert E.	Lill, Paul R.	Neville, Robert	Sauer, Joseph	Vernay, Cynthia W.
Jameson, John F.	Lillie, John W.	Newlove, Florence B.	Sayers, Gilbert A.	Vernay, John S.
Jenkins, Howell G.	Linninger, Homer D.	Newton, Julia R.	Schneible, Irene L.	Vernon, Lillian
Jerome, Jesse S.	Locke, Ralph E.	Nickel, Edwin J.	Schneider, Herbert	Vilella, Ernest
Jindra, Anton J.	Long, Ariel E.	Nickel, Henry O.	Schofield, Roscoe E.	Vogelson, Katherine E.
Johann, Albert S.	Long, Byron S.	Noack, Emilie M.	Schofield, Edward H.	Wagner, Vivian J.
Johnson, Arthur S.	Lord, George W.	Noren, Alfred P.	Scoles, Donald	Wahlberg, H. C.
Johnson, Ernest E.	Lord, Joseph	Noyes, Joseph H.	Scott, Dorothy L.	Ward, Albert H.
Johnson, Marcus	Lowell, Mark W.	Nusser, Laura G.	Scott, Wm. B., Jr.	Ward, Clara M.
Johnson, Margaret A.	Lowell, Jay Webb	O'Byrne, Ariel T.	Seaman, Maurice L.	Warner, Clarence M.
Johnson, Oscar E.	Lowry, Gladys W.	O'Connell, Wm. D.	Shedden, James W.	Warner, Keith L.
Jones, Edward L.	Loynachen, Will	Odell, Mortimer J.	Sheets, Fred H.	Warren, Delmer T.
Jones, Ruth G.	McCain, William E.	Olson, Carl A.	Shepard, Marquis M.	Warren, George H.
Jordan, Robert E.	McDonald, Paul A.	Omeara, Allan R.	Simmons, Joseph L.	Warren, Vincent
Julian, Correll M.	McDonald, Ronald	Opie, Nannie	Simonson, Richard L.	Watkins, Sherman S.
Kaempfer, Clara K.	McElveen, Eva L.	Ortman, Oliver	Sippel, Edward A.	Weiss, Ezra H. F.
Kaempfer, Fred W.	McGuire, Florence L.	Overstreet, James C.	Slocum, Elizabeth G.	Weiss, Arthur J.
Kearney, Dorothy M.	McMurphy, James T.	Packard, Vernon W.	Smith, Arthur F.	Weller, Robert D.
Kearney, Mildred G.	McNett, Paul L.	Page, Fannie B.	Smith, Bertha	West, George O.
Kearney, Pauline M.	McRoberts, Mildred	Page, John L.	Splinter, Caroline H.	West, Lewis J. W.
Keiser, Wilbert C.	MacDowell, Mrs. C.P.	Pardee, Roy E.	Squire, Staniford	Whitcomb, Carter P.
Kellogg, Laura C.	Mace, Walter S.	Passow, William F.	Steadman, Lena M.	Whitcomb, Franklin L.
Kelly, Laurence E.	Maltby, Virgene S.	Patten, John L.	Stearns, Allan M.	Whiteman, Fred'k R.
Kelly, Walter J.	Marcus, Carl L.	Patullo, Margaret D.	Stearns, Thomas M.	Williams, Edgar P.
Kelly, William C.	Harshall, Harry L.	Paulin, Louise E.	Stoetzel, Ralph E.	Williams, Leland T.
Kendall, Chester A.	Martin, Jane T.	Pearson, Fred'k B.	Stoffel, Paul J.	Williams, Weit
Kennedy, Robert J.	Mayer, Joe H.	Perkins, Clifford L.	Stokes, Marguerite U.	Wilson, Robert C.
Kent, Forrest B.	Mcagher, John C.	Perkins, Eleanor E.	Strader, Ralph M.	Wittherstine, Beulah L.
Kerr, Henry Hamton	McCartney, Fanny	Pfeifer, Herbert	Stromberg, Austin W.	Willson, Bertha
Ketcham, Fred O.	Mehl, Joy W.	Phillips, Julian P.	Swank, Martha G.	Wohl, Benjamin
King, Edward B.	Meldvadt, Etta C.	Phillips, William B.	Switzer, Vera A.	Wolfe, Kathleen A.
King, John A.	Mendsen, Jessie M.	Phillips, William F.	Smith, Harold B.	Wolfford, Darwin H.
Kircher, Edward G.	Menge, August C.	Pierce, Kathryn R.	Smith, Hazel M.	Woodward, Eunice E.
Kline, Carrie G.	Messelhiser, Amel R.	Pitzer, Ertle R.	Steward, Mary I.	Wright, Howard M.
Knipe, Emory E.	Metz, Genevieve E.	Pohl, Ella	Stone, Jesse	Young, Harold M.
Koch, Esther M.	Metzger, Grace E.	Pope, George G.	Taylor, Arthur C.	Zoeckler, Leon J.
	Meyer, Raymond E.	Pratt, Dorothy	Taylor, Kenneth A.	
	Miesse, Raymond E.	Pratt, Evelyn B.		

## Graduating Class, 1911

James Burton Allison	William Harp Haefliger	Ruth Clara Palmer
Paul Roland Beeler	* Donald Carlos Heffley	Wellington C. Pixler
Charles Wesley Bellis	George Foster Herhen	Ralph Merrill Rutledge
Henry William Bock	Wilbur Edw. Hightower	Edwin Oscar Smith
* Isabel Bridge	Katherine B. Hodgkins	Ruth Barry Studley
Arthur Courtenay Burch	* Eleanor Holgate	* Dean Lake Traxler
Florence Mary Burke	* Maurice Alton James	Basil Reginald Truscott
Walter Case Chapman	Arthur Konrad Johnson	Walter Raymond Unangst
* Florence Fish Clark	Marjorie E. Kellogg	James Albert Van Kirk
* Katherine Lee Davidson	Cora Bertha Lobdell	Margaret Vater
Ruth Holman Eddingfield	Roy McKerchar	Frederick C. Wagner
Sherman Kingsbury Ellis	Donald L. MacWhorter	LeRoy Louis Weiss
Harold Albert Faltz	Harold Orville Morris	Ivan Wertenberger
Rose Augustus Gartner	* Earl Clement Norris	Jessie Metcalf Whiting
Roy Martin Graves	Bruce Brydia Paddock	Joseph Hooker Wood

Note.—Names marked with (\*) are students entitled to honors for high rank in scholarship.

The following young men of the class were elected to the

### ALPHA DELTA TAU FRATERNITY

for excellence in scholarship:

Dean Lake Traxler  
Earl Clement Norris

Donald Carlos Heffley  
Wellington Corwyn Pixler

Election to Alpha Delta Tau is limited to one-fifth of the young men of the graduating class. The fraternity is purely honorary, not social.



# EVANSTON ACADEMY

(Detach this page and mail to the Principal of Evanston Academy,  
Evanston, Illinois.)

....., 19....

TO EVANSTON ACADEMY:

I hereby make application to enter my \*.....  
as a student in Evanston Academy for the school year commencing September  
....., 19... (see calendar), subject to the provisions of your printed catalogue  
and regulations of the Academy; and I hereby certify that he is a student of  
good moral character and habits.†

Name in full.....

Residence (give street number).....

Business address of father.....

Age of applicant..... years. Last birthday.....

School last attended .....

Is he to prepare for college?.....

Course of study desired.....

Does he have a serious purpose?.....

Confidential statement giving helpful information concerning student.....

.....

.....

.....

Signed .....

\*A student applying for himself may insert here the word "self."

†As a precaution against the entrance of undesirable students, it is distinctly understood that the parent or guardian in this application certifies that the student entering is amenable to discipline, and is free from vicious or immoral habits, and agrees that in the event of suspension or expulsion of the student for misconduct or withdrawal, except in case of sickness necessitating withdrawal before the middle of the semester, no part of the annual fee is to be rebated or refunded. (As teachers and all school equipment are engaged for the entire school year, the reason for this rule is obvious.) It is further noted that this agreement holds for as many school years as the parent or guardian re-enters the student. See page 10.

NOTE.—Further information respecting the student's personal characteristics may be given in the margins.

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Volume XII, Number 40, May 31, 1912





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1912/13

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# evanston Academy

March 1913

Course of Instruction  
Student Life at  
Evanston Academy



NORTHWESTERN  
UNIVERSITY  
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EVANSTON - CHICAGO

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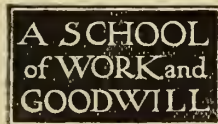
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NORTHWESTERN  
UNIVERSITY  
EVANSTON  
ACADEMY

Founded 1859

Member of the North Central  
Academic Association

COURSES OF INSTRUCTION  
STUDENT LIFE AT  
EVANSTON ACADEMY



EVANSTON, ILLINOIS  
*MARCH, 1913*



# EVANSTON ACADEMY

## Calendar 1913

SPRING RECESS ..... Saturday, April 5, to Sunday, April 13, inclusive.

FOURTH QUARTER BEGINS..... Monday, April 14.  
 DECORATION DAY, HOLIDAY..... Friday, May 30.  
 COMMENCEMENT ..... Monday, June 9; Tuesday, June 10.  
 SUMMER VACATION BEGINS..... Wednesday, June 11.  
 SUMMER SCHOOL ..... June, July, August.

### FIRST QUARTER (FIRST SEMESTER)

BEGINS ..... Monday, September 15.  
 REGISTRATION DAYS..... Monday and Tuesday, September 15 and 16; hours, 9-12, 2-5.  
 RECITATIONS BEGIN ..... Wednesday, September 17, 8 a. m.  
 THANKSGIVING RECESS ..... Thursday, November 27, to Sunday, November 30, inclusive.

SECOND QUARTER BEGINS..... Monday, December 1.

CHRISTMAS RECESS ..... Saturday, December 20, to Sunday, January 4, 1914, inclusive.

## 1914 THIRD QUARTER (SECOND SEMESTER)

BEGINS ..... Tuesday, February 10.  
 SPRING RECESS ..... Saturday, April 4, to Easter Sunday, April 12, inclusive.

FOURTH QUARTER BEGINS..... Monday, April 13.

DECORATION DAY, HOLIDAY..... Saturday, May 30.  
 COMMENCEMENT ..... Monday, June 8; Tuesday, June 9.  
 SUMMER VACATION BEGINS..... Wednesday, June 11.  
 SUMMER SCHOOL ..... June, July, August.

### FIRST QUARTER (FIRST SEMESTER)

BEGINS ..... Monday, September 14.  
 REGISTRATION DAYS ..... Monday and Tuesday, September 14 and 15; hours, 9-12, 2-5.  
 RECITATIONS BEGIN ..... Wednesday, September 16, 8 a. m.  
 THANKSGIVING RECESS ..... Thursday, November 26, to Sunday, November 29, inclusive.

SECOND QUARTER BEGINS ..... Monday, November 30.

CHRISTMAS RECESS ..... Saturday, December 19, to Sunday, January 3, 1915, inclusive.

*Special examination days to make up conditions:* Saturday, April 19, 1913; Saturday, September 20, 1913; Saturday, April 18, 1914; Saturday, September 19, 1914.

*Principal of the Academy:* NATHAN WILBUR HELM, Fisk Hall, Evanston, Illinois.

# EVANSTON ACADEMY



THE ACADEMY was established in 1859 by the trustees of Northwestern University to provide instruction adequate to the preparation of students for the College of Liberal Arts of the University. From its inception college preparation has been its main purpose; but its curriculum has been well adapted to the needs of those who enter immediately on practical life or professional study. At present new emphasis is laid on preparation for technical schools and for business. Most of the graduates of the school have entered colleges and universities. A student in the school is therefore stimulated by constant association with a large number of young men and women seeking the fullest preparation for life.

The school has had the advantage of a continuity of traditions. It has had but eight principals in over a half century and but three since 1873. A good share of its instructors have continued in service year after year, adapting themselves with increasing adequacy to the requirements of the school and the students. In fifty-three years over ten thousand students have received instruction in its classes.

More important than the site or equipment of a school is its general spirit or tone. The prevailing spirit in the Academy is one of earnestness and goodwill. For many in the school attendance entails much sacrifice. Many students are working their way either wholly or in part; the class room demands concentration of endeavor; the chapel services seek the moral quickening of the school; the literary societies provide discipline in clear thought and expression and in parliamentary law. This earnestness is tempered by a moderate number of social appointments—the Christian League, receptions, class socials, and joint meetings of men's and women's literary societies.

The school is maintained by this University to provide in the Middle West a secondary school the equal of any, and this ideal has been attained. It welcomes all students of good character and suitable preparation, but does not invite or retain those who lack serious purpose.

The school recognizes good will as an important asset. The faculty studies to secure it, knowing that once attained it elevates and strengthens every phase of school life. Faculty and students co-operate in every way. A mutual feeling of trust, courtesy, and friendship is cherished. As far as possible, students are trusted with the administration of the matters that interest them.

The Academy regards its students as young men and women of earnest purpose, in attendance upon the school to fit themselves for a useful life. The school gives to each individual the largest liberty consistent with the interests of his own work and that of others, a policy which is believed will best develop self-reliance and maturity of character. In return the loyal interest of the student in the school is marked and permanent. This spirit provides an ideal atmosphere for the pursuance of the school work, and at the same time develops a spirit of self-reliance on the part of the students which gives them a most valuable asset in their life-work.

The Academy is peculiar in the character of its instruction. Men and

Historical

General  
Spirit  
of the  
School

# EVANSTON ACADEMY

women of advanced special training and of broad culture constitute the faculty. An unusual number of the instructors have received advanced degrees from one or another of the leading universities in this country and abroad and have supplemented their scholastic acquirements by foreign travel.

Scientific meetings and journals of the learned societies are used by the instructors to secure in their own fields the latest results of scholarship and suggestions to be applied in the class work of the Academy. Teachers in the Academy have a special stimulus in close association with the corresponding departments of the College of Liberal Arts of the Northwestern University and therefore have ready access to advanced courses of study that vitalize their own work. Such a faculty brings to students not only the subject matter of a lesson, but breadth of view and the atmosphere of liberal culture.

## Location

The faculty endeavors to secure the best results from students by their own fulness of preparation for the day's work, by clothing the subject with interest, by clearness of presentation, by stimulating alertness of mind in the students and arousing the questioning attitude, by establishing in the class a spirit of confidence and co-operation. The instructors make their teaching a profession, are devoted to it and desire only to make themselves of the fullest service to their students in whom they seek to have an abiding intellectual, moral, and personal interest.

The Academy is situated in the city of Evanston, twelve miles north of Chicago, directly on the shore of Lake Michigan. Evanston is connected with Chicago by the Milwaukee division of the Chicago & Northwestern Railway, by the Northwestern Elevated Railroad and by a surface line from Chicago to Evanston. The Chicago and Milwaukee Electric Railroad furnishes connection with Milwaukee and points between.

The population of the city is about 25,000. Evanston is unusually free from immoral influences. The Charter of the University prohibits the sale of intoxicating beverages within four miles of the seat of the University.

The city of Evanston has a large population of intelligent people and offers to students many advantages for profitable instruction and culture outside of the school curriculum, especially in churches, concerts and lectures.

The city presents many opportunities to those who are compelled to earn means for their education. Evanston is one of the most attractive cities in the country; its natural beauty, local pride, and well administered government make it a place of residence peculiarly helpful and inspiring to students. Of importance is the proximity of the school to the educational privileges of Chicago. Though that city is too remote to be a place of frequent resort for students, it is near enough to supplement in a liberal way all the facilities for study enjoyed at Evanston. Especially advantageous are the libraries, the Art Institute, the Field Museum, and the large and varied musical opportunities of the city.

As a center of some of the greatest problems of our national life, Chicago is of peculiar interest to students. The administration of the school seeks to bring students into intelligent contact with the problems of the city and of society in general and to stimulate a desire for well directed social service. The Travel



# EVANSTON ACADEMY

Club visits factories and other large institutions and the Northwestern University Settlement peculiarly appeals to the philanthropic instinct.

The Academy is on the University campus and profits by the proximity of students engaged in the higher studies; by free access to the various auxiliaries to the work of the college, the library, museum, observatory, gymnasium and athletic fields; by facility in combining courses of study in the Academy with others in the Schools of Music, Oratory and Theology.

Because it is an integral part of the University, Evanston Academy possesses an equipment equalled by few preparatory schools. In addition to the buildings and material advantages, there are the lectures, concerts and recitals, and the inspiration to secure a college education, derived from nearness to the College of Liberal Arts. A student attending preparatory schools not thus happily situated, is deprived of many advantages.

The Academy is situated on the University campus, in the heart of Evanston, less than one hundred feet from the shore of Lake Michigan. The building faces Sheridan Road, the favorite drive from Chicago along the North Shore. The grounds adjacent to the Academy are ample and present extensive views of the Lake. A varied flora, the grove of stately oaks and the Lake make a campus of unusual beauty.

Fisk Hall, the gift of Mr. William Deering, was erected in 1898 for the use of the Academy. The south front extends one hundred and eighty feet, and the greatest depth is one hundred and thirty feet. It contains fifteen recitation rooms each accommodating from thirty to forty students, three laboratories, six parlors for literary societies and the Christian League, a study room accommodating one hundred students and containing a library of reference books, and a chapel with a pipe organ and a seating capacity of seven hundred and fifty.

The following libraries are at the service of students: the Orrington Lunt Library of the University of over 83,000 bound volumes and 55,000 pamphlets, the library of Garrett Biblical Institute of about 30,000 bound volumes and 4,500 pamphlets, both on the campus; the Evanston Public Library of over 48,000 volumes, but a few blocks from Fisk Hall. At all of these libraries Academy students enjoy expert assistance in the use of books.

To the above mentioned library facilities may be added the great libraries of Chicago—the Chicago Public Library, the John Crerar Library and the Newberry Library, offering to students a total of more than a million volumes.

The school is well furnished with laboratory facilities and endeavors from year to year to keep the equipment modern and complete.

The department of physics occupies six rooms in the Academy building: laboratory, lecture-room, shop, dark room, apparatus room, and office. The laboratory is furnished with steam, gas, electricity, water, a seconds clock, and sextuple sets of apparatus.

The lecture table is provided with gas and water, with a projectoscope and screen. Direct and alternating dynamo and storage battery currents are supplied from a well equipped switch-board in the lecture room. The shop, used chiefly for the construction and repair of apparatus, is supplied with sets of

## Equipment

## Libraries

## Laboratories

# EVANSTON ACADEMY

metal-working and wood-working tools, including a small power-lathe, operated by a two-phase, one-horse-power induction motor. A complete wireless telegraphy outfit has been installed.

The chemical laboratory is situated in Fayerweather Hall of Science, and includes on the main floor, a lecture-room, seating sixty; a reading room, a laboratory for general chemistry and qualitative analysis, with forty-six tables; a laboratory for quantitative analysis, with twelve tables, a balance-room, the instructor's office and private laboratory, and an assistant's room; in the basement a general store-room with four tables equipped with special conveniences for water analysis.

The biological department occupies three rooms on the ground floor of Fisk Hall,—recitation room, office and laboratory. The last is lighted by windows on three sides, is provided with two center tables supplied with water and gas, and has cases for glassware and apparatus and table accommodations for thirty-two students working at a time. The further equipment consists of compound and simple microscopes, vertical camera, microtome, incubator, hot air and steam sterilizers, glassware and reagents, a collection of insects and an herbarium of the local flora. The recitation room is furnished with a lantern for the projection of lantern and microscopic slides. A large room in the basement is used for storage and the keeping of live animals. A small greenhouse (7x34 ft.) provides specimens throughout the year.

The typewriting room is equipped with machines of the latest design.

The office is in possession of modern manifold devices which may be used in the instruction of classes.

The University Museum in University Hall contains large collections illustrative of anthropology, botany, geology, mineralogy, and zoölogy. In some departments it is peculiarly rich. Its materials are available for the purposes of illustration in Academy classes.

## The Gym- nasium

The Northwestern University gymnasium, recently completed, is now in use. No institution in the country enjoys better facilities for all forms of physical exercise. Provision for athletic sports is afforded by an indoor field. This field is provided with dirt floor, surrounded by a ten-lap running track 12 feet wide. The dimensions of this field are 215 by 130 feet, without obstructions, for the roof is supported by immense steel arches rising 54 feet at the highest point. Two full-sized baseball diamonds may be laid out within the track. Six tennis courts might be placed in this field. The field is heated in cold weather and insures opportunity for athletic games and indoor track work at any season. A gymnasium with floor space of 7,200 square feet is equipped with all necessary apparatus for class work. On the north side of this large room is a smaller room to be used for boxing, fencing, wrestling, and exercise on special apparatus. On the south side of the second story are the baths and lockers, and a large rest room for women; a stairway leads from this rest room to the pool below. A beautiful swimming pool, 60x25 feet, complete with filter and heating apparatus, provides for aquatic exercise. Shower baths and locker rooms for the men are in the basement. A large club room for men, offices, and coat room

# EVANSTON ACADEMY

occupy the north half of the first floor. The corridor, 36 feet wide, through the center of the main building, is used as a trophy room and general social room. By the provision of a large kitchen on the second floor and a lift, the large gymnasium room, the small gymnasium room, and the large social room may be connected into banquet halls at pleasure. *Academy students have full use of the gymnasium.*

## Admission

The applicant must be at least *thirteen* years of age, and it is required that he shall have completed the ordinary common school branches. In general it is for the advantage of students to enter in September, but they are admitted at any time thereafter, preferably, however, at the opening of the quarter in December, February or April. Students are urged to enter for the full academy course immediately after finishing the eighth grade, thus gaining the advantage of consecutive study.

*A student applying for admission to the school will bring with him or send in advance a certified statement of work done in the last school attended, with record of deportment or certificate of honorable dismissal.* This certificate will be accepted in lieu of entrance examinations, but must be presented before registration is completed. A student who cannot present such credentials may file a letter of recommendation from his pastor or other responsible person. Dental work and equipment of clothing should be fully attended to before entering.

*The admission of a student implies on the part of himself and his parents an agreement to abide by all the rules and regulations herein set forth, and any others that may be adopted by the school from time to time.*

## Advanced Standing

A student applying for advanced standing (i. e., entering after the first year of the Academy course) should present at the principal's office full and detailed records of work pursued in other schools of high school or academic grade, together with statement of satisfactory deportment in the school last attended. *Blanks for this purpose are provided by the Academy office and their use is preferred.*

Credit is given on the Academy records for work done in other schools after the successful completion of one semester's work, "successful" being interpreted to imply at least passing grades in the line of work in which credit is sought. Any teacher may require an examination in a subject in which credit is sought, in order to satisfy himself of the student's knowledge in the subject. On an announced date early in the second semester of the student's attendance, he will present his credits to the Recorder for valuation and record. Students desiring credit in laboratory science, such as botany, zoölogy or physics, should bring with them their note-books containing the original record of work in the laboratory. Whenever possible the note-book should have the certification of



# EVANSTON ACADEMY

## Registration

the instructor under whom the work was done. *All students seeking advanced credit in English* must present from their former schools a detailed statement of the names of the English classics studied. Any classics included in the Academy English course (see pages 14 to 17) in the years for which credit is sought but not contained in the statement submitted, must be made up to the satisfaction of the English department. The Academy requires that a student to be a candidate for graduation shall have been in attendance at the school long enough to have secured credit in at least three units of work.

The applicant is assisted by the principal or other members of the faculty in the selection of studies and the adjustment of registration. No student is admitted to classes until his registration is approved at the office.

A student is ordinarily expected to take at least sixteen hours of recreation work in the week. Two hours in the laboratory are estimated as equivalent to one hour in recitation. Those whose health is not vigorous or who must spend much time in labor for self-support should not take full registration. Changes of registration during the school year may be made only after consultation with the principal.

Permission to register for more than eighteen hours is a privilege, and is not granted unless the principal is satisfied that the student can carry the whole work creditably. A student may not be permitted to register for more than twelve hours, if he is engaged in such outside work as will make a serious drain on his time or energy.

Weekly reports of delinquency in class work are made by the faculty to the principal and by him to the homes of the students. These reports are made the basis of such readjustments of registration as seem wise.

## Examinations

Examinations are held at various times during each quarter, as well as at its close, but they are not allowed to overshadow the importance of regularly well prepared daily work, as any student may be excluded from examination whose daily work has not been satisfactory.

When a student's absences during any quarter, in any study, amount to *one-sixth* of the total requirement of class hours in that study, his registration in that subject will be cancelled and the privilege of examination denied unless the cancelled registration be restored by vote of the faculty. When the absences amount to *one-eighth*, his quarterly grade will be marked incomplete, until a special examination upon the work missed is taken at the date set for special examinations. However, in the case of unavoidable absences due consideration will be given. But every absence from class is investigated and the student is required to account for it to the principal.

In the Academy records A signifies excellent; B, very good; C, fair; D, unsatisfactory but passing; F, failing; R, repeat in class. An F record may be removed by a later successful examination. But this examination must be taken before the subject or part of subject on which the student failed is again pursued in class. A second record of F or neglect to take the *second* examination, requires a repetition of the work in class. *A student is not permitted to use for graduation those records of grade D that are in excess of one-fourth of the total*



**FISK HALL**—This building is the recitation hall of the Academy. It contains class-rooms, chapel, library and study-room, and literary society rooms—most of the activities of the School under one roof.



**THE ALUMNI ORGAN**—This beautiful instrument, built by Casavant Brothers, of St. Hyacinthe, Quebec, at a cost of \$8,000, was presented to the University by the Alumni of the College of Liberal Arts. It is used daily in the chapel services.





HATFIELD HOUSE, ACADEMY BOYS' DORMITORY—A thoroughly comfortable home for thirty boys, well managed, reasonable in price. The House has modern equipment throughout, recently installed.



A HATFIELD HOUSE GROUP—At Hatfield there is an abundance of goodfellowship, and friendships are made that last through life and reach into many lands.



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*number of records credited to him.* Second examinations are offered only on the days announced in the Calendar (see page 2).

Reports of work done in the school are regularly sent to parents or guardians at the end of each quarter. If, however, the principal is requested to make more frequent reports, these are sent also at the middle of each quarter (eight reports to the year). The report cards should be promptly signed by the parent or guardian and returned, preferably by mail, to the Academy office.

*The principal and faculty welcome at any time from the parents of students suggestions that may assist in making the school of greater service to them, and are especially pleased to have them call and see the school at work.*

In the first semester classes are formed in English of the first, second, third and fourth years; algebra, elementary and advanced; geometry, plane and solid; civics, industrial history, history of Greece, of Europe, of England or United States; Latin of the first, second, third and fourth years; Greek of the first, second and third years; French of the first, second and third years; German of the first, second and third years; Spanish of the first, second and third years; physics, chemistry, botany, zoölogy, mechanical drawing, manual training, stenography and typewriting.

In the second semester new classes are formed in first-year Latin, elementary algebra, advanced algebra, trigonometry, college algebra, history of Rome, business law, elementary economics, and typewriting.

The classes beginning in September are often adapted to the needs of those who register at the opening of the second, third or fourth quarter. Indeed, a student may enter the school at any time and expect to find class work to accommodate his wants, but all who can do so are urged to enter in September.

## Courses Offered

## Officers of Administration

### HERBERT FRANKLIN FISK, PRINCIPAL EMERITUS

B.A., M.A. Wesleyan University, Middletown, Connecticut. Phi Beta Kappa, Alpha Delta Tau. Doctor of Divinity, Doctor of Laws. Thirty-one years principal of the Academy. Professor of Education, Northwestern University.

### NATHAN WILBUR HELM, PRINCIPAL

B.A., M.A. DePauw University; M.A. Princeton University. Phi Beta Kappa, Alpha Delta Tau. Member American Philological Association, Classical Association of New England, Classical Association of the Middle West, Head Masters' Association, President of the North Central Academic Association. Secretary of the Educational Association of the Methodist Episcopal Church. Principal of the Academy, 1909.

HELEN CHURCH—Secretary to the Principal.

MARGARET CATHERINE LETZTER—Office Secretary.

CARLA FERN SARGENT FISK, Recorder.

CLARION DE WITT HARDY, Secretary of the Faculty.

Office Telephone, Evanston 1900.

# EVANSTON ACADEMY

## Departments and Instructors

### Latin

NATHAN WILBUR HELM—Principal and Instructor in Latin. Special student of the Latin Language and Literature and member of the Latin faculties of DePauw University, Pennington Seminary, Princeton University, and The Phillips Exeter Academy. Joint editor of Cicero's Orations.

ADA TOWNSEND—Instructor in Latin. B.A., M.A. Northwestern University. Phi Beta Kappa. Fellow in Latin Northwestern University. Student in American Classical School, Rome. Author of Prose Composition based on Ritchie's *Fabulae Faciles*; and First Year Latin by Correspondence.

JANE NEILL SCOTT—Instructor in Latin. B.A., M.A. Northwestern University. Phi Beta Kappa.

S. INEZ TRAXLER—Instructor in Latin. B.A. Northwestern University.

LOUISE HOBART—Instructor in Latin. B.A. Northwestern University.

A course of four years in Latin is provided as follows:

(a) *First semester*—D'Ooge's *Latin for Beginners*, forty-five lessons. Drill in pronunciation and forms with daily written exercises in Latin. Five hours a week.

*Second semester*—D'Ooge's *Latin for Beginners*, finished, including thirty pages of connected Latin reading. Continued drill in pronunciation and forms, daily written exercises. Five hours a week.

(b) Greenough, D'Ooge and Daniell's *Second Year Latin*, with daily exercises in Latin composition, including a thorough drill in forms. Five hours a week.

(c) Bishop, King and Helm's *Cicero*; six orations, including the "Manilian Law"; review of forms; D'Ooge's *Latin Composition*, oral and written, forms the basis for daily work in prose extending over the greater part of the year. Allen and Greenough's *Grammar* is used in (b), (c) and (d). Five hours a week.

(d) Fairclough-Brown's *Vergil*, six books of the *Aeneid*, with practice in sight reading, derivation, word formation and review of forms. Five hours a week. D'Ooge's *Latin Composition, Exercises for Senior Review*, weekly. The Principal has charge of this class, and seeks to develop an interest in the literary values of *Vergil*, also to pave the way for college classes.

In Latin composition throughout the first three years, each pupil is required to correct his own written exercise, which is returned to him by the instructor with errors indicated.

Students who desire to enter advanced classes in Latin, but who are found to have insufficient knowledge of the elementary principles of forms and syntax and to lack facility in composition, will be required to review their work. *Those*

# EVANSTON ACADEMY

who enter (c) or (d) without Latin composition will be required to make good the deficiency by regular class work under a teacher. It is advisable that all students study Latin at least two years and if possible four years.

## Greek

JOHN ADAMS SCOTT—Professor of Greek. B.A. Northwestern University; Ph.D. Johns Hopkins University. Phi Beta Kappa. Foreign study and travel. Frequent contributor to philological journals. Professor of Greek, Northwestern University.

The course in Greek is the three-year course required for admission to most colleges and is unusually thorough. The work is arranged as follows: First year, White's *First Greek Book*, and Gleason's *Story of Cyrus*; second year, *Anabasis*, books I, II, III, IV; third year, eighteen hundred lines of the *Iliad*. About eighty lessons are given to Greek composition. Careful drill in inflection and syntax are given in connection with the work of each year.

## English

CLARION DE WITT HARDY—Instructor in English and Public Speaking. B.A. Dakota Wesleyan University. Graduate of the Northwestern University School of Oratory (Cummock). For six years Professor of English Literature and Public Speaking in Dakota Wesleyan University. Lecturer on the Chautauqua platform. Winner of the Interstate Oratorical Contest.

CLARA GRANT—Instructor in English. Ph.B. Northwestern University. Phi Beta Kappa. Student at Oxford, England. Foreign travel.

ELIZABETH STANWOOD—Instructor in English (and History). B.A. Vassar College. Graduate student in Northwestern University.

MARY POPE—Instructor in English. B.A. Northwestern University.

Throughout the English course of four years constant attention is given to the rudiments of English composition—spelling, punctuation, etc. Drill is given in correct forms of commercial and social correspondence.

English (a)—In this four-hour course, Dickens' *A Christmas Carol* and *A Tale of Two Cities*, Palmer's *The Odyssey of Homer*, Irving's *The Sketch Book*, and Shakespeare's *A Midsummer Night's Dream* are carefully read and discussed. Gayley's *Classic Myths in English Literature* is studied in connection with *The Odyssey*. Supplementary reading may be selected from the novels of Dickens and Stevenson, and from Longfellow's *Tales of a Wayside Inn*.

Throughout the year composition, oral and written, is emphasized; attention is paid to construction of sentences and paragraphs, to analysis of thought, and especially to securing interest in the matter treated. The work is based on Brook's *Composition Book I*. At least one theme a week is required. Opportunity is freely given for personal conference between student and instructor, and every facility is offered for practice and improvement in the effective use of English.



# EVANSTON ACADEMY

English (b)—In this four-hour course, one hour a week is devoted to rhetoric and theme writing; the other hours are given to the close study of several English classics, including Scott's *Lady of the Lake*, Arnold's *Sohrab and Rustum*, Hawthorne's *Twice-Told Tales*, Shakespeare's *The Merchant of Venice*, Halleck's *American Literature*, and Long's *American Poems* are carefully studied. Further selection may be made from the following list: Scott's *Ivanhoe* and *Quentin Durward*, Hawthorne's *The House of the Seven Gables*, Blackmore's *Lorna Doone*, Webster's *The First Bunker Hill Oration*, Shakespeare's *Twelfth Night* and *Henry V*.

The composition work is intended to give the student a thorough drill in all matters of rule, and in the written and oral expression of thought with clearness, force, and some degree of elegance. For drill in punctuation and sentence structure Fansler's *Exercises in English Form and Diction* is used. This course includes personal conference with the instructor concerning written work.

English (c)—In this four-hour course the study of composition is based upon Brooks and Hubbard's *Composition and Rhetoric*. One formal theme a week is required, supplemented by other written work, to be corrected in conference with the instructor. The reading of themes in class, with oral criticism and general discussion, is frequent.

From the list of college entrance requirements, the following masterpieces have been selected for critical study: Shakespeare's *Julius Caesar*, *The Sir Roger de Coverley Papers*, Pope's *The Rape of the Lock*, Coleridge's *The Rime of the Ancient Mariner*, George Eliot's *Silas Marner*, Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*, and Lowell's *The Vision of Sir Launfal*. Pancoast's *Introduction to English Literature*, or a similar text-book, is used throughout the year for a study of different periods represented by the classics read.

Other classics are chosen for general reading, certain recitation periods being given to each in addition to outside work; the choice is made from the following list and regularly includes more than half: Shakespeare's *As You Like It*, Dryden's *Mac Flecknoe*, Macaulay's *Life of Johnson*, Gray's *Elegy*, Goldsmith's *The Deserted Village*, *The Vicar of Wakefield* and *She Stoops to Conquer*, Irving's *Life of Goldsmith*, George Eliot's *Adam Bede* or *The Mill on the Floss*, Mrs. Gaskell's *Cranford*, Thackeray's *Henry Esmond*, and Lamb's *Essays of Elia*.

English (d)—In this four-hour course, theme writing is emphasized; two written articles a week are required, one of which is a formal theme and is corrected in accordance with the criticisms of the instructor in personal conference. A portion of the time is given to the practical study of punctuation, rhetorical principles, and the character of the English vocabulary. Some of the more important facts in the history of the English language are learned through outside reading, reports, lectures, and class discussions. All these different phases of the work are given in connection with the study of the required classics. Some such manual as Long's *History of English Literature* is used as a guide. The classics studied are Shakespeare's *Macbeth*, Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*, Burke's *Speech on Conciliation*,

# EVANSTON ACADEMY

Macaulay's *Essays*, and *Selections from Lincoln*. In addition to this work a chronological study of English poetry is made. The students are required to present reports on definite periods or on poems of each of the prominent poets.

For supplementary reading, selections are made from the following: Chaucer's *Prologue to the Canterbury Tales*, Spencer's *Faerie Queen*, Carlyle's *Essay on Burns*, De Quincey's *Joan of Arc* and *The English Mail Coach*, Washington's *Farewell Address*, Carlyle's *Heroes and Hero Worship*, Bacon's *Essays*, Emerson's *Essays*, Shakespeare's *Dramas*, selected poems from Browning, and selected novels of Eliot, Dickens and Thackeray.

## German

COWDEN LAUGHLIN—Instructor in German. B.A., M.A., Ph.D., Princeton University. Fellow in Harvard University, Student in Germany and France on a Princeton fellowship for two years and a half. Member of the faculties of Princeton University and the University of California.

MICHELE A. VACCARIELLO—Instructor in German (and French). B.A. Western Reserve University.

German (a)—Fraser and Van der Smissen's *Grammar* (40 lessons complete); practice in dictation and conversation.

Reading of graded selections such as Guerber's *Märchen und Erzählungen*; Seeligmann's *Altes und Neues*; Müller und Wenckelbach's *Glück Auf*, and Storm's *Immensee*. Five hours a week.

German (b)—Fraser and Van der Smissen's *Grammar* completed; Pope's *German Composition*.

Reading of about 450 pages, including such works as Storm's *In St. Jürgen* or *Im Sonnenschein*; Wildenbruch's *Das Edle Blut* or *Der Letzte*; Rosegger's *Der Lex von Gutenhag*; Auerbach's *Brigitta*; Moser's *Der Bibliothekar*; Baumbach's *Der Schwiegersonn*. Sight reading from *Aus Nah und Fern* (as the numbers appear). Sight reading of *Im Vaterland* and conversation based on the same. Five hours a week.

German (c)—Will be added in 1913-1914. The details will be announced in September, 1913.

## French

MICHELE A. VACCARIELLO—Instructor in French (and German). Native of Europe. B.A. Western Reserve University. Graduate Student, University of Chicago. Instructor in schools of Cleveland. Instructor in modern languages in St. Alban's School.

French (a)—Grammar: Aldrich & Foster. Reading: Talbot's *Le Français et Sa Patrie*, *La Grammaire* by Labiche, or *L'Été de la Saint-Martin*, by Meilhac and Halévy, *L'Abbé Constantin*, by Halévy. Verb drill: Decourbey's *Verb-Blank*. Recitation and Conversation. Five hours a week.

French (b)—Grammar: Work based on Aldrich & Foster. Composition: Vreeland & Koren's *French Syntax and Composition*. Reading: *Columba*, by Mérimée; *La Poudre aux Yeux*, by Labiche and Martin; *Le Bourgeois Gentilhomme*, by Molière; *Neuf Contes Choisis*, by Daudet; *Le Voyage de M. Perri-*

# EVANSTON ACADEMY

*chon*, by Labiche and Pey; *Le Roi des Montagnes*, by About. Verb drill: Decourbey's *Verb-Blank*. Recitation and Conversation. Five hours a week.

French (c)—Will be added in 1913-1914. The details will be announced in September, 1913.

## Spanish

Approved students who have completed two years in Latin or French may be admitted to classes in Spanish. Details regarding the course will be given by the principal. A special fee may be required.

## Mathematics

LLOYD CLINTON HOLSINGER—Instructor in Mathematics (and Athletics). B.A. University of Michigan. M.A. Northwestern University. Sigma Xi, Alpha Delta Tau. Instructor in Mathematics in Bradley Polytechnic Institute, Graduate Student, University of Chicago. Baseball Coach, Northwestern University.

LEWIS OMER—Instructor in Mathematics (and Athletics). B.S. University of Illinois. Head of Mathematics Department, Oak Park (Ill.), High School, 1903-1910. Track Coach, Northwestern University.

GEORGE WASHINGTON FURREY—Instructor in Mathematics (and Physics). Ph.B., M.A. University of Michigan.

ALVIN PERCY BRADLEY—Instructor in Mathematics (and Mechanical Drawing). B.S. Northwestern University.

The courses in mathematics offered are as follows:

(a) *First Year Algebra*—Five hours a week throughout the year. The course includes algebra *through quadratics*. To be preceded by arithmetic.

(b) *Higher Algebra*—Four times a week, one semester. Includes a review of algebra (a), ratio and proportion, progressions, binomial theorem, and logarithms. Geometry (a) and algebra (a) are required for admission to algebra (b).

(c) *College Algebra*—Four times a week, one semester. Algebra (a), algebra (b), and geometry (a) are required for admission to College Algebra.

(a) *Plane Geometry*—Four times a week throughout the year. Algebra (a) is required for admission to plane geometry.

(b) *Solid Geometry*—Four times a week, one semester. Algebra (a) and geometry (a) are required for admission to solid geometry.

*Trigonometry*—A four-hour course of one semester is offered in plane trigonometry.

## Physics

GEORGE WASHINGTON FURREY—Instructor in Physics (and Mathematics). Ph.B., M.A., University of Michigan. Extended experience in teaching in public schools. Professor of Mathematics, Mount Morris College, 1899-1909.

The work in physics is open to third and fourth year students. Those who enter upon it should have a working knowledge of the metric system, and of the elements of algebra and plane geometry. The course includes a study of



# EVANSTON ACADEMY

plane motion, and of the elements of dynamics. Especial attention is given to wave motion as a basis for the study of sound, heat, electricity, and light, which are taken up in the order given. Students are expected to perform about sixty experiments, mostly quantitative, which are carefully reported in a note-book to be submitted to the instructor for criticism. The plotting of curves to show the relation between the physical quantities involved is made a prominent feature of laboratory work. The study of electricity occupies one-third the time of the entire course, and is practical in every detail. Three hours a week are given to recitations and two two-hour periods to laboratory work. See page five for equipment. A complete wireless outfit has been installed and a Wireless Club stimulates the interest of the students.

## Chemistry

ABRAM VAN EPPS YOUNG—Professor of Chemistry. Ph.B. University of Michigan. Graduate student and fellow in chemistry, Johns Hopkins University; assistant in chemistry, Harvard University. Professor of Chemistry, Northwestern University.

A course in general chemistry is offered in the fourth year of the Academy course, but is limited to those students who *require* this subject for preparation for college or engineering school. At least five hours each week are spent in the laboratory. Other hours are reserved for lectures. The latter part of the course presents an introduction to quantitative analysis. The text-book used is Young's *Elements of Chemistry*. The equipment of the Laboratory is thoroughly adequate. See page six.

The student preserves the results of his experiments in a note-book, which is submitted to the instructor for criticism. The course is the same as that for freshmen in the College of Liberal Arts, hence it is quite difficult for Academy students.

## Biology

LEWIS HART WELD—Instructor in Biology B.A. University of Rochester; M.A. University of Michigan. Graduate student at Cornell University. Phi Beta Kappa, Alpha Delta Tau. Member of American Association for Advancement of Science.

Three hours of recitation and two two-hour periods of laboratory work a week are required through the year. Bergen's *Foundations of Botany* is used as a text. The work consists of recitations, informal talks, reference reading and the preparation of short papers, together with the detailed examination of material in the laboratory and the making of careful laboratory notes and drawings. Whenever possible, knowledge of the life processes of plants is arrived at by means of experiment, these experiments being performed by one or two students for the benefit of the whole class. About thirty such experiments are performed during each semester. Aside from the cultural value of the botanical information and the training in actual observation and clear statement, one aim of the course is to point out the many practical applications of botany and general biological principles to the affairs of every-day life.

The first semester deals with the individual plant. The following topics are considered: the morphology and germination of seeds, chemical contents of seeds, foods, structure and functions of roots, soils, buds, winter twigs, types of stems and microscopic structure of simple two stems.

## Botany

# EVANSTON ACADEMY

The second semester deals with the structure and function of leaves, photosynthesis, the supply of nitrogen, and then passes to a rapid survey of the whole plant kingdom. About two weeks are spent on bacteria and their relation to decay, disease, and their beneficial rôle in the various industries. Representative species are studied in the fungi (especially those of economic importance, such as the rusts and moulds). The life histories of liverwort, moss and fern introduce the idea of alterations of generations, and the course concludes by tracing this idea up into the flowering plants.

The course may be entered at the beginning of either semester.

## Zoölogy

Two hours of recitation and four hours of laboratory work a week are required throughout the year. Four hours of field or museum work are thought to be equivalent to two hours of laboratory work. Linville and Kelly's *Text-Book in General Zoölogy* is used. The method is much the same as in botany but much more reference reading on assigned topics is required. A knowledge of how to make use of the libraries and of how to do independent laboratory work is prerequisite to the course. The aim is to furnish an introduction to the study of animals, their structure, habits, and life histories. Attention is called to general biological principles and the larger questions which naturally arise in such a study. Its relation to human affairs is frequently emphasized so that the course may lay the foundation for a better understanding of human physiology or serve as a preparation for professional courses.

The work begins in the fall with the study of insects. In the winter the vertebrates are studied and in the spring the numerous invertebrate groups. Trips are usually made to the University and Field Museums and to the Academy of Sciences and collections of living animals in Lincoln Park. See page 6 for equipment.

## History Civics and Economics

HARRY THOMAS NIGHTINGALE—Ph.B. University of Michigan; M.A. University of Illinois. Student at Universities of Jena, Leipzig, and Oxford. Instructor in Chicago High Schools and University of Illinois Academy. Member of Illinois State Board of Equalization.

ELIZABETH STANWOOD—Instructor in History (and English). B.A. Vassar College. Graduate Student Northwestern University.

MARGARET PRICE—Instructor in History. B.A. Northwestern University. Graduate Student in Northwestern University.

Instruction is offered in the history of Greece, Rome, Europe, England, the United States, and in Civics, Industrial History, Business Law, and Elementary Economics. The courses in Grecian and Roman History, Industrial History, Economics, and Business Law extend through one semester, each of the other courses through the year. The department requires frequent written exercises and reports of a character intended to develop precision and judgment and facility in using books. Geography is emphasized in the history courses, and outline and sketch maps are used. Selections from the sources are used constantly, as well as illustrative matter.



WEST END OF FISK HALL, SCIENCE HALL, AND THE SPIRES OF UNIVERSITY HALL—Academy students have their chemistry in Science Hall, and are constantly inspired to continue their studies in the University.



SURF ON THE CAMPUS SHORE—Fisk Hall, the Academy building, stands less than one hundred feet from the shore of Lake Michigan.





LUNT LIBRARY—Here Academy students have access to more than 125,000 books and pamphlets, to a large file of periodicals, and to expert direction in the use of books, a fine privilege.



LAKESIDE PARK—Most of the Lake Front in Evanston is open to the public. Here is a part of it that is becoming more beautiful every year. Fisk Hall in the background.



MEN'S CLUB ROOM, GYMNASIUM—This room was planned for the purpose of providing a social center for men.



MAIN CORRIDOR, GYMNASIUM—This corridor, thirty-six feet wide through the center of the building, serves as a trophy hall and general social room.



THE NEW GYMNASIUM—This building and its appointments are unsurpassed. The building serves as gymnasium, indoor field, social center, and auditorium. Academy students have full access to its advantages.



THE SWIMMING TEAM



# EVANSTON ACADEMY

Ancient History. *First Semester*—Grecian History, with some preliminary study of oriental history. Five hours a week. Text-books for 1913-1914. Botsford's *History of Greece*, Seignobos' *History of Ancient Civilization*. Source material: *Ulysses Among the Phaeacians (Odyssey)*, Sophocles' *Antigone*, Plutarch's *Agamemnon*, Aristotle's *Athenian Constitution*, Xenophon's *Hellenica*, Polybius on Achaean League, the last four in excerpts, published in pamphlet form, edited by Professor Fling.

*Second Semester*—Roman History. Five hours a week. Text-books for 1913-1914. Morey's *Outlines of Roman History*, Seignobos' *History of Ancient Civilization*. Source material: Munro's *Source Book of Roman History*.

European History. The history of Western Europe from the battle of Adrianople to the present, with special emphasis on the modern period, and the development of the great continental nations of today. Five hours a week throughout the year. Text-book, Robinson's *History of Western Europe*. Source material: Robinson's *Readings in European History*, one volume edition. This course is given in 1913-1914, and in alternate years if there is sufficient demand.

United States History and English History are elective, and open only to third and fourth year students.

United States History. Given 1913-1914, and in alternate years. The course presupposes a knowledge of the elemental facts of the subject, such as is secured in a thorough course in the grade or grammar schools. A large amount of collateral reading is required, both in the sources and in secondary works. Reports on the reading and frequent papers on assigned subjects must be submitted. Four hours a week throughout the year. Text-book for 1912-1913: Muzzey's *American History*.

English History. Given in 1913-1914, and in alternate years. The work of the course follows in general the same plan as in United States History. Four hours a week throughout the year. Text-book, 1913-1914. Cheyney's *Short History of England*. Source material: Cheyney's *Readings in English History*.

Civics. The first semester's work will consist of a study of local government, rural and municipal, and state government. The work will proceed in the following order: 1st, briefly, the origin of government; 2nd, the structure or machinery of government; 3rd, the functions or activities of government. With special emphasis on the latter phase of the subject, the class will study "Applied Civics," in its relation to some of the present-day social and economic, as well as political, problems. The second semester's work will be the study of the national government, in much the same manner as the above, together with comparisons with several European governments. Collateral reading will be required. Four hours a week throughout the year. Text-books for 1913-1914: Guitteau, *Government and Politics in the United States*; Greene's *Government of Illinois*; Bryce's *American Commonwealth* (abridged edition).

Industrial History. *First Semester*—The purpose of this course is to show the student the origin and development of our present industrial system and to give an understanding of the nature of the problems arising from our modern

# EVANSTON ACADEMY

system. The chief emphasis will be placed upon the development in the United States. An important part of the work will consist of special reports by students upon assigned topics. Text-book for 1913-1914: Bogart, *The Economic History of the United States*.

Business Law. *Second Semester*—1912-1913, and alternate years. The purpose of this course is to show young people how the rules of law, governing ordinary business transactions, have been developed, and to tell what they are. Technical law terms have been avoided as much as possible. The course will give the student a fair acquaintance with the legal principles and ideas which are involved in ordinary business affairs, help him to know when he ought to consult a lawyer, how to make, indorse and use checks and other forms of negotiable paper, to understand his rights against hotel-keepers, common carriers, and others, as well as to give him information about the purchase and sale, the transfer and conveyance of land and of personal property. Text-book for 1912-1913: Burdick, *Essentials of Business Law*.

Elementary Economics. *Second Semester*—Given in 1913-1914, and in alternate years. The aim of this course will be to give the student a broad outlook upon our industrial and political system. Some attention will be given to economic theories and principles, but the emphasis will be placed upon present problems, not with a view of finding solutions at once—that can be done only after more advanced study—but with the intention of obtaining an understanding of the nature of and reasons for the present industrial controversies and conflicts. Text-book for 1913-1914: Laughlin, *Elements of Political Economy*.

## Bookkeeping and Penmanship

GUY H. BLACK—Instructor in Bookkeeping, and Penmanship. Expert in commercial science and experienced bookkeeper.

The course in bookkeeping covers the entire year, five hours a week. Actual business forms will be used in all of the work, so that the student may become familiar with drafts, notes, bills of sale, or mail orders. The work includes, besides the ordinary single and double entry exercises, accounts of wholesale grocery, commission and shipping, wholesale dry goods, and corporations. This work is put on as thorough a basis of instruction as the regular literary and scientific courses.

Instruction is provided in penmanship during the year. A practical business hand is taught and constant exercise in good penmanship is required.

## Stenography and Typewriting

MAUDE BENNOT—Instructor in Stenography. Experienced office stenographer and instructor in stenography.

The course in stenography is pursued throughout the year, four hours a week in class. The instruction is practical in every way. The course has been given for the special service of Academy and College students in note-taking or in self-support. In typewriting the touch method is used. Accuracy is the first consideration, but careful attention is given to the development of speed. The latest model of Remington visible machines has just been installed.

# EVANSTON ACADEMY

## Mechanical Drawing

ALVIN PERCY BRADLEY—Instructor in Mechanical Drawing (and Manual Training). B.S. Northwestern University. Phi Beta Kappa, Alpha Delta Tau. Graduate work in civil engineering. Practical experience as draughtsman, and civil engineer.

The first year's work consists of free-hand lettering, the construction of geometrical figures, sections, and the development of the surfaces of solids, the entire year's work having for its object a knowledge of the use of instruments. Four hours a week.

In the second year intersections of solids are taken up, followed by working drawings, structural drafting, machine drawing, and elements of architectural drawing. Throughout the course particular attention is paid to lettering, as it is in this respect that so many are weak. Four hours a week.

To the ordinary student the work is of benefit in the cultivation of habits of neatness and accuracy, and in the expression of ideas in drawings. For the student who expects to take courses in engineering, mechanical drawing will provide a good foundation for later work in advanced technical schools.

## Manual Training

ALVIN PERCY BRADLEY—Instructor in Manual Training (and Mechanical Drawing). B. S. Northwestern University.

The object of manual training, as here taught, is not to fit a student to enter a mechanical trade, but to cultivate the geometric imagination, a habit of accurate observation, and some degree of manual skill. In all work exact dimensions are prescribed and a degree of precision is insisted upon which insures a thorough understanding of each exercise and a proper use of tools. The equipment for manual training is complete.

*First Semester.* Work in white pine, chiseling exercises and common joints used in ordinary construction.

*Second Semester.* Cabinet woods; joining, wood staining and polishing.

Classes for instruction in the rudiments of music and in vocal sight reading are held in Music Hall. A fee of \$1.50 a quarter is charged. The classes meet for half-hour periods. Academy students have the privilege of attending the numerous faculty and student recitals at the School of Music free of charge. Further opportunity for advancement in music is offered by the Evanston Musical Club. A fair voice and a rudimentary knowledge of music are the requirements for admission, and a small fee is charged. To those desirous of paying more particular attention to the study of music, the School of Music provides extensive courses in voice, piano, organ and orchestral instruments, as well as in harmony, musical history, counterpoint, composition, etc. For full details see Circular of the School of Music.

Students interested in orchestral music may become members of the Symphony Orchestra of the School of Music; those interested in band music may join the University Band. Opportunities for glee club and choral work are also provided.

## Music



# EVANSTON ACADEMY

## Courses of Study

Recommended for the General College Preparatory Course.

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Algebra (a) 3 Latin (a) 4 Botany or Ancient History	1 English (b) 2 Geometry (a) 3 Latin (b) 4 Ancient History or Second Language or Science or Second History	1 English (c) 2 Latin (c), French, German or Greek (a) <i>Two of the following: History, Zoölogy, Physics, Second foreign language</i>	1 English (d) 2 Algebra (b) and ½ unit elective 3 Latin (d), Greek, French or German (b) <i>One of the following: History, Zoölogy, Physics, Chemistry, second language</i>

Recommended in Preparation for the Study of Medicine, Pharmacy or Dentistry.

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Latin (a) 3 Botany or Ancient History 4 Algebra (a)	1 English (b) 2 Latin (b) 3 Zoölogy 4 Geometry (a)	1 English (c) 2 German (a) 3 Physics 4 Ancient History or an elective	1 English (d) 2 German (b) 3 Chemistry 4 Algebra (b) and ½ unit elective

Recommended in Preparation for the Study of Law.

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Latin (a) 3 Botany or Ancient History 4 Algebra (a)	1 English (b) 2 Latin (b) 3 Geometry (a) 4 Ancient History or Second Language or Science or Second History	1 English (c) 2 German or French (a) 3 European History 4 An elective	1 English (d) 2 German or French (b) 3 U. S. or English History or Civics and Industrial History 4 Algebra (b) and ½ unit elective

Recommended in Preparation for the Study of Engineering.

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Latin or French (a) 3 Algebra (a) 4 Mechanical Drawing and Manual Training or Ancient History	1 English (b) 2 Latin or French (b) 3 Ancient History or Second Language 4 Geometry (a) 5 Mechanical Drawing	1 English (c) 2 German (a) 3 Physics 4 Algebra (b), and one of the following: Geometry (b), Algebra (c), Trigonometry	1 English (d) 2 German (b) 3 Chemistry 4 <i>Two of the following:</i> Geometry (b), Algebra (c), Trigonometry

Students completing the course of study in the Academy are admitted on certificate to the College of Liberal Arts, the College of Engineering, the Law School, the School of Pharmacy, and the Dental School of Northwestern University. Certificates of the Academy are accepted, as well, at any of the colleges in any part of the country which admit on certificate. The principal and a special committee of the Academy faculty give attention to the registration of

# EVANSTON ACADEMY

students intending to enter College or a technical school, so that preparation may be made to the best advantage. The school prides itself upon its ability to prepare students to enter any college, and upon the records of its graduates who have gone to college.

The School is a member of the North Central Association of Colleges and Secondary Schools which adjusts the standards of work in the institutions of the Middle West, and also of the North Central Academic Association, a growing and efficient organization of the leading preparatory schools of the Middle West. The principal is a member of the Headmasters' Association, composed largely of heads of schools in the East, and of the Educational Association of the Methodist Episcopal Church.

Sixteen units of work are required for graduation with diploma. A *unit* is equivalent to a year's work in any one subject with recitations four or five times a week. A student having a condition of not more than two units receives a *certificate of credits* and is entitled to register in the College of Liberal Arts of Northwestern University.

## Requirements for Graduation (16 Units)

(1) All units, equivalent to eight and one-half, included in Group A. (See below.)

(2) Four units from Group B.

(3) Three and one-half additional units from Group B, C, or D.

### GROUP A

1-4. *English Language, and Literature* (a), (b), (c), (d)—a four-year course. Four units.

5-7. *Mathematics—Algebra* (a), *Algebra* (b), one and one-half units; *Plane Geometry*, one unit. Two and one-half units.

8. *History*—A one-year course—preferably Greek and Roman history. One unit.

9. *Laboratory Science*—One year, preferably physics. One unit.

GROUP B		GROUP C		GROUP D	
10. <i>Greek</i>	(a)	25. <i>College Algebra</i>	(c)	40. <i>Industrial History</i>	
11. <i>Greek</i>	(b)	26. <i>Plane Trigonometry</i>		41. <i>Bookkeeping</i>	
12. <i>Greek</i>	(c)	27. <i>Solid Geometry</i>	(b)	42. <i>Stenography and</i>	
13. <i>Latin</i>	(a)	28. <i>Botany</i>		<i>Typewriting</i>	
14. <i>Latin</i>	(b)	29. <i>Zoölogy</i>		43. <i>Manual Training</i>	
15. <i>Latin</i>	(c)	30. <i>Physiography</i>		44. <i>Mechanical Draw-</i>	
16. <i>Latin</i>	(d)	31. <i>Physiology</i>		<i>ing</i>	
17. <i>French</i>	(a)	32. <i>Chemistry</i>		45. <i>Freehand Drawing</i>	
18. <i>French</i>	(b)	33. <i>Mediaeval and</i>		46. <i>Business Law</i>	
19. <i>French</i>	(c)	<i>Modern European</i>			
20. <i>German</i>	(a)	<i>History</i>			
21. <i>German</i>	(b)	34. <i>English History</i>			
22. <i>German</i>	(c)	35. <i>American History</i>			
23. <i>Spanish</i>	(a)	36. <i>Civil Government</i>			
24. <i>Spanish</i>	(b)	<i>(Civics)</i>			
		37. <i>Political Economy</i>			
		38. <i>Commercial Geog-</i>			
		<i>raphy</i>			
		39. <i>Commercial Law</i>			

NOTE.—The units under Group B may be made up by four units of one language; three units of one and one of another, or two of one and two of another. All the units in Groups B, C, and D which are taught here, except solid geometry, college algebra, plane trigonometry, industrial history, elementary economics and business law, are full year courses. Students entering the College of Liberal Arts and the College of Engineering of Northwestern University are allowed to have no more than two units from Group D. Students entering other colleges should consult their catalogues before choosing their elective studies. The principal will gladly aid in this.

# EVANSTON ACADEMY

## Moral Influences

The Academy fosters the moral and religious life of its students, and to this end encourages association in various forms of endeavor looking to the social well-being of the student community.

The Academy Christian League contributes to the highest interests of the school in cultivating social relations, and in providing religious services that continue at school the activities pursued by many of the students at their homes. Several courses in Bible study are open to all. A Young Men's Christian Association also provides an incentive to religious activity.

*Attendance is required of all students at daily chapel exercises at 9 a. m.* The principal endeavors to make the chapel service of interest and of usefulness to the school. To this end addresses are frequently given by speakers of ability and prominence. The student on entering the Academy will register the church he chooses habitually to attend. Many denominations are represented in the student body, and the school is in no way sectarian.

In all the religious life of the school the aim is to develop noble character, apart from sectarianism or any other divisive influence. The Academy purposes that all shall find in the school a congenial and helpful atmosphere.

The church organ in Fisk Hall chapel, presented to the University by the Alumni of the College of Liberal Arts, was finished in May, 1909, at a cost of \$8,000. It was built by Casavant Brothers, of St. Hyacinthe, Quebec. It is a beautiful and most serviceable instrument, and is used daily in the chapel exercise. At intervals an organ recital is substituted for the regular chapel service.

## Literary Societies

Five literary societies have been formed in the Academy—three for men, the Philomathia, Euphronia, and the Zetaethea; and two for the young women, the Illinae and Pieria. The meetings of these societies are controlled solely by the students, under the general supervision of the principal and faculty, and are conducted with dignity and profit. Special rooms have been set aside in the building for the use of these societies, and have been attractively furnished and decorated. The meetings of the societies are held weekly and give the members discipline in thought, debate, public address, parliamentary law, and the conduct of business. While membership in these societies is by election, it is required by the school that any student who is interested in the work done by the societies shall have the opportunity for this culture in affiliation with one or another of these organizations. *Fraternities are prohibited.*

## Debating, Oratory and Declamation

The school endeavors to stimulate in the literary societies the highest degree of efficiency, and to further in the school the interests of debating, oratory and declamation.

Every year the school participates in dual or triangular debate with other academies. In the year 1912-1913 the league was composed of Naperville Academy and Evanston Academy.

The interacademic Oratorical League was organized in December, 1904. Its



# EVANSTON ACADEMY

members are Lake Forest Academy, Elgin Academy, Grand Prairie Seminary of Onarga, Morgan Park Academy, Culver Military Academy and Evanston Academy. Evanston Academy has won the contest frequently.

A local prize oratorical contest is held at the Academy in March, and the winner of the first prize is appointed to represent the school at the Interacademic contest. Mr. James A. Patten has given the prizes in recent years.

The sixth annual declamation contest for the Foster prize will be held in May, 1913. Mr. George A. Foster, of the class of '81, Northwestern University, provides first, second, and third prizes of twenty-five dollars, ten dollars, and five dollars, respectively.

It is required of all students who represent the school in any public contest that their general scholarship be of satisfactory grade. Information regarding the regulations governing interacademic debating and oratory, and regarding the local contests in oratory and declamation may be obtained at the principal's office.

In the spring of 1910 the House of Representatives was founded. This is a national school organization patterned after Congress and is conducted in a serious and helpful manner. It is an adjunct to the work of the literary societies and is open to the entire student body.

During the past year prizes have been offered as follows:

**THE FOSTER PRIZE**—Mr. George A. Foster, B. A., of the class of '81, Northwestern University, has provided prizes of twenty-five dollars, ten dollars and five dollars to the three students receiving first, second and third places, respectively, in the annual declamation contest.

## Prizes

**THE ORATORICAL PRIZE**—Mr. James A. Patten has given two prizes, one of twenty-five dollars, and another of fifteen dollars, to those students who in the annual oratorical contest of the literary societies of the school secure first and second place, respectively.

Athletic work and gymnasium practice are encouraged and fostered by the Academy. It is recognized that healthful physical exercise is necessary for boys of academic age, and the aim in athletics is not to have small teams highly developed, but rather to encourage the love of play in the individual and to have a large percentage of students take part in the physical activities of the school.

## Gymnasium and Athletics

It is felt that the training a young man receives in athletics, if of the proper sort, teaches him to subordinate his individuality to that of the community of the school and develops traits of character that will be of value to the state and community in later life.

The new gymnasium of Northwestern University is open to Academy students and gives them opportunity to take gymnasium and track work in the largest and most complete gymnasium in the country. (See page 6.)

Students so desiring are subjected to physical examination, and careful records of development, weaknesses, strength, and the condition of heart and

# EVANSTON ACADEMY

lungs, are made. From these data special exercises for corrective purposes can be prescribed, according to the needs of the individual.

It is the aim of the school to encourage manly sport, to maintain it at low expense, to inspire in the students who participate in it noble ideals of conduct, and to direct the sport into the most salutary channels.

With this end in view teams have been organized in football, track, baseball, cross-country running, indoor ball, swimming, tennis, golf and basketball and contests are annually scheduled with the best preparatory and high school teams of the vicinity.

Students have access to the Northwestern Field, an athletic ground not excelled in the Middle West for its size and its appointments.

The Athletic Association of the University has built and maintains tennis courts, two of which are set apart for the exclusive use of the Academy students, who pay a small fee for the privileges of the Association.

All athletics are under the direct supervision of the Academy faculty, and the Academy Athletic Association, composed of students and faculty.

No student may take part in any interacademic athletic contest without the written approval of the principal of the Academy.

No student who is delinquent in his studies may participate in any interacademic contest.

The school teams have had a splendid record, making probably the best average record in all sports of any school in the country. In 1911-1912, as well as in previous years, the basketball, swimming, and baseball teams won the Cook County Interscholastic Championship, and the tennis team at the University of Chicago Scholastic meet won the championship in doubles and was runner-up in the singles. The 1912 football team was the best the school has had in years, being selected to represent the Middle West in the Far West, and the 1913 basketball team lost but one game in nineteen. The track team had a fine record, among other things winning the Princeton Alumni Meet in Chicago, and the Northwestern University Interscholastic Indoor Meet. While the records of the teams have been so good, nothing has been allowed to interfere with class-room work and sportsman-like conduct. The school regards these points as more important than athletic victories.

## Health

The Academy regards the health of its students as a main consideration. The school is fortunate in its situation in a suburban city with all the advantages, sanitary and otherwise, of a modern city. The water supply is abundant and healthful, and the city will soon install a model filtration plant, while a new contagious hospital is being erected. The city is almost without manufacturing industries so that the air is free from smoke and other impurities. The City's Board of Health is most efficiently administered. There are many miles of well-laid walks that make exercise a pleasure. The Academy building and the dormitories are evenly and thoroughly heated by steam.

Recitation rooms for the most part have a southern exposure. The nervous strain of class work is reduced to a minimum by the five minutes intermission for relaxation between recitations, by blackboards of roughened surface, tinted



TRACK TEAM, 1912-1913—These boys won the Annual Indoor Interscholastic Meet held at Northwestern University.



THE BASKETBALL TEAM, 1912-1913—This team won eighteen consecutive victories this season.





THE DEBATE TEAM, 1912-1913—



THE FOOTBALL TEAM

# EVANSTON ACADEMY

green, on which talc crayon and dustless erasers are used. Unusual precautions have been adopted to secure safety in case of fire, and fire drills are held.

Provision is made for health talks to young men and women assembled separately, discussing especially the hygiene of the life of the student. In the event of serious illness a resident of Evanston has access to the best medical and surgical skill. Northwestern University has arranged with the Evanston Hospital, one of the best in the state, for the care of students who may be seriously ill. The hospital is complete and modern in all its appointments. On advice of the physician, the principal of the Academy arranges for the transfer of the student to the hospital, notifying the parent or guardian of the action taken. Most gratifying results have attended the use of the hospital by the University. It may be of interest to note that the two beds in the hospital subsidized by the University are not occupied one-half of the year, though there are many hundreds of students in the College, Academy and School of Music.

Many students in Evanston and vicinity find the arrangement of the hours of Academy classes especially convenient. The recitations are grouped as far as possible in the morning from eight o'clock to ten minutes past twelve. Chapel begins at nine and closes at twenty-five minutes past nine. This adjustment makes it possible for most students to be at home for lunch. The afternoon, if not used for laboratory work at the school, is left free for study and recreation.

Evanston is well provided with excellent restaurants easily accessible to those students who live quite a distance from the school but have afternoon class appointments. Adequate time is allowed for lunch.

When students are not engaged in class work they are required to use their morning time in the study-room of the school. This room is large, well-lighted and tastefully decorated. A good working reference library is at the service of students. Throughout the morning hours the study-room is under the supervision of a monitor. Study periods are maintained for make-up work from 1:30 to 4:30 under like supervision.

The students of the Academy publish *The Bear*, an illustrated annual, a creditable reflection of the life of the school, and *The Academician*, a carefully edited weekly paper. All students are eligible to competition for positions on the staffs of these publications.

In June, 1907, a chapter of Alpha Delta Tau was formed in the Academy. This organization corresponds in secondary schools to Phi Beta Kappa in universities. Thus far the fraternity is open only to young men who meet the requirements for the diploma, and election to it is determined by excellence in scholarship. It is the highest honor that can be awarded to a young man at graduation, and has proven a potent stimulus to scholarship. The fraternity is not a social organization and is open only to graduates of the school.

Chapters of the fraternity have been organized in the Tome School for Boys, Phillips Exeter Academy, Phillips Andover Academy, Evanston Academy, William Penn Charter School, Polytechnic Preparatory School of Brooklyn, Wayland Academy, Doane Academy, the Howe School, the University School of Cleveland, the Lawrenceville School, Newark Academy and Worcester Academy, and it is to be extended to other leading secondary schools.

The following students were elected to Alpha Delta Tau in June, 1912: Ralph Maxwell Bohn, William Frederick Borchers, Werner Herbert Grabbe, William Endris Nash, Henry Oswald Nickel, Donald Scoles, and Ralph Merritt Strader.

In June, 1912, Kappa Alpha Delta, a similar organization for young women, was established in the Academy, and Margaret Louise Furness and Pauline Theresa Dorion were elected to membership.

Day  
Students

Study  
Room

Alpha  
Delta Tau

# EVANSTON ACADEMY

Expenses	Regular tuition in advance, <i>a half year</i> . . . . .	\$50.00
	For sons and daughters of ministers in actual service, in advance . . . . .	38.50
	Registration fee, each half year (all students) . . . . .	5.00

Students of *proven* financial need will be given a rebate of \$9 per half year, provided their conduct and scholarship are satisfactory. The rebate to ministers' children is contingent upon the same conditions.

Payment is required at the beginning of the semester. Checks in payment of bills should be drawn to the order of Northwestern University. To avoid the expense of exchange charged by the Chicago Clearing House Association on checks drawn on banks outside of that association, it is suggested that checks in payment of Academy bills be drafts on Chicago banks. *No tuition fee will be refunded except in case of illness.* In this event the student will procure from the principal of the Academy an excuse from attendance, and also, from a physician, a certificate of the inability of the student to remain in school, in which case one-half the tuition fee will be refunded *if the student cancel his registration before the middle of the semester.*

## Living Expenses

In comparison with most secondary schools, the expenses are very low, while the standards and facilities here are the equal of any, and often much better. An economical student should be able to confine his necessary expenses, including tuition, board and room, to between \$350 and \$450. Extravagance in expenditure is strongly discouraged by the school authorities. Parents are advised to limit the amount of spending money granted their children.

## Hatfield House---The Academy Dormitory for Young Men

House Master, LLOYD C. HOLSINGER, M. A.  
Matron, MRS. EVELYN F. LIBBEY.

## Residence of Young Men

The Academy is indebted to Mr. James A. Patten, of Evanston, for equipping this dormitory for the school. The building was originally constructed from funds secured by the Rev. Robert M. Hatfield, D. D., whose devotion to the University is recognized in the name given it.

Hatfield House is situated on Sheridan Road, the favorite pleasure drive to the north of Chicago and Evanston, facing the University Library and tennis courts, one block from Lake Michigan, and five minutes' walk from Fisk Hall, where the recitations of the school are conducted. The site is most healthful and attractive.

The house is a brick structure three and one-half stories in height, accommodating about thirty students. The building is modern in its appointments. It is heated by steam, lighted by electricity, equipped with a large and efficient filter to insure the purity of the drinking water, with shower baths and the best type of lavatories on each floor. The ventilation is excellent. Fire escapes and apparatus are modern in character and are adequate in quantity. The dining service is adjusted to the special needs of students for wholesomeness and variety. An attractive parlor or living room gives domesticity to the house.

The students' rooms are single, or in suites of two or three—separate sleeping rooms and closets with combination study for two students. All the rooms are well lighted, have high ceilings, and are provided with the usual furniture of a student's room. The House has telephone connection with the lines of the Chicago (The Bell) Telephone Company (Evanston, No. 1900).

The new University gymnasium and Lunt Library, open to all Academy students, are a stone's throw from Hatfield House.



# EVANSTON ACADEMY

The House is under the general supervision of the House Master, a member of the Academy faculty, who endeavors to serve the resident students through friendly association and counsel. The regulations governing the House are as few as will secure to students the proper direction of their time and energy as members of the school. Regular study hours are appointed. The use of tobacco in any form is not permitted in the house. The matron also lives in the house and supervises the care of the rooms and the table.

The House will be opened for the school year on Monday of registration week in September, the first meal being served Monday noon. A few articles that are personal to each student should be brought from home: bath towels, napkin ring, two laundry bags, sofa pillows, curtains and room decorations. Baggage should be marked with the owner's name and "Hatfield House," University Campus, Evanston, Illinois. The Academy reserves the right to assign rooms to students or to revise assignments in the interest of the House. New applicants will be required to present certificates of character and of work done in other schools before assignments of rooms will be made. Applicants for rooms are responsible for them for the *full academic year*, but should illness or other event beyond the student's control necessitate his withdrawal before the end of the semester, the House may divide the loss with the student. One-half the annual fee is payable on or before Saturday of registration week in September, and the balance by the first Saturday of the second semester in February.

As the accommodations of Hatfield House are limited, early application should be made for rooms. Students desiring assignments after all rooms are taken will have their names placed on a "waiting list," will be assisted to secure good accommodations with responsible householders in town, and will be admitted to Hatfield as soon as there are vacancies.

Residence in the House will do much to secure for its occupants the advantages of regularity in study with consequent benefits in class work; such a knowledge on the part of the faculty of the student's daily life and tastes as will enable the school to do all possible for his welfare; helpful association with others who have similar aims, with the establishment of friendships that will remain through life; the stimulus and guidance that may be given by the House Master in relations with the students.

The prices of accommodations in Hatfield House range from \$285 to \$360 for the year, for board and room, including everything except personal laundry.

Academy young men rooming "in town" are expected to conduct themselves with due regard to their own best interests as well as to those of the school. Reports are made by householders on blanks supplied by the Academy office. Information is required regarding the student's habits of study, his orderliness about the house, frequency of visitors during study hours, absence from town, church attendance, removals, and any other matter requiring the attention of the principal. This system has disclosed a condition of orderliness and industry among the students. The school will be prepared at any time to make report to parents or guardians if students are not making proper use of their time and privileges at the school.

In private residences in Evanston board may be had in clubs for \$4.00 to \$5.00 a week. Room rent costs from \$1.00 a week to \$2.00 for each occupant, usually two in a room. Board with room in families costs \$5.00 to \$7.00 a week. Evanston is equipped with restaurants where wholesome food is served at reasonable rates.

Young women attending the Academy and not residing in their own homes are under the general supervision of the Dean of Women of the University.

Those who are unable to secure accommodations in the women's dormitories are required to ask permission to room elsewhere. The consent of the principal

**Residence  
of Young  
Women**

# EVANSTON ACADEMY

should be obtained before rooms are engaged. Young women and young men are required to room in separate boarding houses.

The Academy faculty makes a careful examination of the homes in Evanston that wish to receive young women students, and consent is given to engage accommodations only in homes whose character is known and approved. The school will require frequent reports from the householders regarding the general life of the students residing with them.

The character of these Evanston homes and the tone of the young women coming to the Academy are such that parents may have confidence in the provision made for their daughters.

## Loan Funds

A few students are aided every year by small loans, not exceeding in any case fifty dollars in one year, from the funds of the Board of Education of the Methodist Episcopal Church. These loans are made to young men or young women who are members of the Methodist Episcopal Church. They are payable within two years after the end of the students' school life.

A fund called the Students' Loan Fund is administered by the faculty of the University *through its Committee on Loan Funds*. From this fund, loans are made to deserving Academy students (without regard to denominational affiliation) for temporary relief in unexpected emergencies. These loans are always payable not later than the opening of the following school year. Information regarding the place and times at which the Committee will receive applications for loans will be furnished by the principal of the Academy.

## The Summer School

In the summer some of the Academy faculty offer selected courses that give the same credit as courses taken in the regular academic year. Usually there are courses in mathematics, French, German, Latin, Physics, and History, but no course is given for less than six students. The work is intensive. The course occupies six weeks, five days to the week, for a half unit, and twelve weeks for a full unit. No student registers for more than two half units unless the work is review work, and most students are recommended to take but one-half unit. The attempt is made to complete the work of an ordinary semester in a six weeks' term. It is apparent, therefore, that the class work is full and exacting, and preparation must be correspondingly diligent and extensive.

The summer term begins a few days after Commencement, closing according to the courses carried. The fee for one half unit is \$15.

These summer courses are provided for those who wish to complete their preparation for college in less than four calendar years, for those who may desire reviews for college entrance examinations, or for those who have conditions to be removed. Students of immature years may be refused admission to summer work, and high standards of classroom work during the regular school year are essential to admission.

## Miscellaneous Information

The school year is divided into four quarters. The dates of opening, and closing, and of vacations, are stated in the calendar, page 2. Recitation hours are fifty minutes in length. Five minutes' intermission is given between classes. Prompt and constant attendance is required at all class exercises and all absences are carefully investigated. The first and last days of the term are of such special importance that only the most imperative reasons should require the absence of students at those times.

## Patronage of the School

The patrons of the school come from many states and foreign countries, yet it is a fact of interest that the Academy has an increasing number of students from its own county, where it comes into intelligent comparison with free public

# EVANSTON ACADEMY

schools that are among the best in the land. About one-half the total enrollment are students from Evanston and Chicago.

No student is permitted to absent himself from any required exercise, recitation, or chapel, without accounting for this to the principal. Excuses for all absences are to be presented on printed blanks to be secured at the office, and should state definitely the date of each exercise from which excuse is desired. *Students living at home are required to bring from home written requests for excuse for absences.* Excuses should always, when practicable, be presented in person and before the absence occurs. When this is impossible, the student should present his written explanation on the first day he resumes his school work. Should illness or other cause necessitate an absence of several days, explanation should be sent to the office promptly by a friend, by mail or by telephone. The school regards its class hours and chapel in the light of business engagements which the student must keep regularly and promptly.

It is the intention of the principal that the office shall not be solely a necessary piece of machinery. It is hoped that the students may resort to it for any service that it may render—for advice concerning studies or daily life, for miscellaneous information—in short, that it may serve as a clearing-house for all that concerns the student. The office invites correspondence concerning any matters not made clear herein, and all such letters should be addressed to "Principal Helm, Fisk Hall, Evanston, Illinois," who will give them his personal attention.

Social gatherings of Academy students are under the supervision of the principal of the Academy. Request for such gatherings will be made of the principal, and should be made at least one week before the date appointed for the event. The request will give details as to time, place, chaperonage, character of the party, etc.

*No Academy student is permitted to establish or retain membership in any high school or academy fraternity, or to have social or other affiliations with any college fraternity.* Students are required on registering in the Academy to subscribe to the following pledge

"I promise, without mental reservation, that I will have no connection whatsoever with any secret student society, and will not be present at the meetings of any secret student society so long as I am a member of Evanston Academy. In giving this pledge I understand that I hereby agree to hold myself aloof from the acceptance of social favors proceeding from any secret student societies or provided in the interest of such societies, and to refrain from intimacies that would tend to develop my interest more with one fraternity than with another, or would give my acquaintances the impression that I am peculiarly intimate with the members of any fraternity."

Acceptance of favors by men from women's societies, and by women from men's societies is a violation of this pledge.

The Office

Social  
Events

Fraternities  
Not  
Allowed



# EVANSTON ACADEMY

## Summaries, September 1912--March 1913

	Men	Women	Total
Academy Students .....	332	148	480
College Students in Academy.....	5	4	9
Music Students in Academy.....	2	14	16
Engineering Students in Academy.....	1	...	1
Law Students in Academy.....	2	...	2
	342	166	508

## Summary by States and Countries

Evanston. . . . .	107
Cook County, outside of Evanston.....	244
Illinois .....	50
	401

STATES	STATES	STATES	COUNTRIES
Alabama ..... 1	Massachusetts ..... 2	North Dakota ..... 1	China ..... 3
Arkansas ..... 3	Michigan ..... 2	Ohio ..... 6	Japan ..... 1
Colorado ..... 4	Minnesota ..... 4	Pennsylvania ..... 3	Mexico ..... 3
Connecticut ..... 1	Missouri ..... 9	South Dakota ..... 6	Philippine Islands .... 1
Indiana ..... 7	Montana ..... 2	Tennessee ..... 1	South America ..... 1
Iowa ..... 18	New Mexico ..... 2	Texas ..... 1	Sweden ..... 1
Kansas ..... 3	Nebraska ..... 1	Washington ..... 2	Turkey ..... 2
Kentucky ..... 1	New York ..... 1	Wisconsin ..... 13	
Louisiana ..... 1			

Attention is called to the fact that this includes students in attendance to March, 1913, only. Also, that the number of college students taking work in the Academy has been reduced from 150 in 1909-1910, 59 in 1910-1911, 28 in 1911-1912, to 9 for 1912-1913, while the increase in Academy students in 1911-1912 over 1910-1911 was 45, and in 1912-1913 over 1911-1912 has been 27.

## Students 1912-1913

Adams, William G.	Bradley, H. Loux	Cornish, Gilbert R.	Francis, Sarah Louise	Hellyer, Fred A.
Alderson, Clara A.	Brandt, Richard C.	Corr, J. Wilfred	Frank, Anton J.	Haigh, Reginald H.
Aller, Margaret	Brasmer, Henry L.	Corrie, Bennie D.	Frankhauser, Kath-	Haldeman, L. G.
Altenberg, Lillian A.	Brasmer, Wm. O.	Costigan, Henry D.	eryne Cook	Hamilton, Wm. J.
Alvares, Mario R.	Brons, Wilbur J.	Cowdery, Corene	Frankhauser, Marg-	Hamm, Wayne Lee
Anderson, Donald K.	Brown, Paul F.	Cox, Kenneth K.	aret Cook	Hanson, David Arthur
Anderson, LeRoy M.	Brownlee, Edward C.	Cronin, Marie L.	Frantzen, Vivien H.	Hanson, Frederic C.
Anderson, Russell A.	Buckley, Adine D.	Cunningham, Martha	Fredericks, Jennette	Hardie, Eleanor
Andrews, John H.	Buckley, Bernice J.	L.	S.	Hartman, Anna E.
Andrews, Robert E.	Buell, Charles J.	Cutler, Ruth	Friend, Milton Henry	Hartman, William
Antunes, Herbert F.	Buell, William G.	Damel, Paul	Froehlich, David E.	Weaver, Jr.
Apel, Curt H.	Burger, John A.	Davis, Martha L.	Furness, Marion	Hasbrouck, Robt. L.
Arlington, Gladys L.	Burnham, Walter W.	Davis, Mignon	Furness, Newman	Hatch, Florence N.
Austin, Paul E.	Burns, LeMoyne G.	Decker, William H.	Gale, Dorothy Helen	Hatterman, Irene
Ayers, Florence E.	Burroughs, Presley	III.	Gale, Helen Goodson	Hawxhurst, Erle
Bangs, Stuyvesant E.	W.	Delicate, Gerald B.	Gambrell, Richard	Hayford, Maxwell F.
Bangs, William B.	Busby, Wesley G.	Denny, Alice B.	Gardner, Lee Paul	Hayford, Walter S.
Barden, Hugh	Bushinger, Mary G.	Denny, Charles M., Jr.	Gerry, Frank Joseph	Hedenberg, John W.
Barkman, John P.	Butler, Willis L.	Detzer, L. W.	Getschow, Roy M.	Heinze, Wilhelmine
Barnes, Dana A.	Byxbee, Beatrice	Dewhurst, Frederic	Th.	L.
Barrows, Marjorie	Cahill, Lawrence L.	T.	Diamantes, Arthur	Higgins, Gordon H.
Bauer, George G.	Campbell, Ruth	Diehl, Olive L.	Damels, Paul	Hermanson, Clara
Beatty, Fred	Campbell, Sylvia	Donaldson, Rency L.	Gilpin, Ethel Marion	Anna E.
Beck, Christian N.	Carlson, Charles A.	Dong, Tsa Y.	Gilpin, Ethel Marion	Hertwig, Fred August
Behr, Elsa L.	Cannon, Dorothy L.	Drinkwitz, Meta L.	Glaze, Harry Smith	Hesson, Gordon Wm.
Benedict, Georgia K.	Carlson, Rudolph E.	Dufford, Ray T.	Glaze, Leo Willard	Hingeley, Margaret
Benjamin, Eshoo L.	Carman, Dorothy R.	Duthie, Martha L.	Goldschmidt, Cather-	E.
Benner, Frederick A.	Carringer, Jennie M.	Eastman, Walker P.	ine P.	Hinners, Mildred Jean
Bergesen, Oscar W.	Carson, Natalia M.	Eastman, William H.	Goldsmith, Wm. F.	Hinners, Ruth L.
Berglund, Eugene N.	Carter, Eleanor	Ede, Richard H.	Goodreds, George H.	Hinrichs, Ruth E.
Benson, Ingegard O.	Carter, Louise	Ederer, Clarence L.	Goodreds, William P.	Ho, H. N.
Bertschy, Adelbert P.	Carwardine, Arthur	Edgington, C. D.	Goodwin, John H.	Hodges, Clarkson
Biggs, Howard K.	E.	Edwards, William N.	Gray, Raymond K.	Van Antwerp
Billow, Lillian	Case, Mervin	Egan, Charles W., Jr.	Gray, Rollin Lester	Hodges, Constance E.
Binner, Cordier P.	Castello, Roy Robert	Ehrat, Florence	Greiner, William M.	Holden, Elizabeth H.
Blair, Francis King	Chapman, John O.	Elliott, Wallace F.	Gregory, Morris T.	Holdt, Catherine M.
Blair, Margaret R.	Chicoine, Ethel A.	Emme, Earle E.	Griffith, M. Lois	Holgate, Robert B.
Blake, Everett B.	Claricoates, Charles	Fadden, Eva Leona	Grissold, Barret B.	Holmes, Charles S.
Boedecker, Arnold C.	Clark, Mary E.	Fargo, Marion Louise	Grohman, Gordon A.	Hotchkin, Harry T.
Boland, William L.	Clark, William E.	Ferreira, Eduardo	Gurnsey, Dorothy	Hotchkin, Helen M.
Boomer, Ruth K.	Clarke, George W.	Cordeiro	Gustavson, Erik	Houle, Fred Leslie
Borchardt, Anna	Cohen, George	Fisher, Julien James	Huthrie, John B., Jr.	Howell, Wm. Ross-
Bosch, Cornelia R.	Colby, Lillian M.	Fleming, Andrew E.	Guthrie, Caroline	Lewin
Bowers, Bailey T.	Coleman, Emerson P.	Flogaus, William A.	Hahn, Edmund F.	Hurst, Cecil Clark
Bowman, Johnston A.	Collins, Jackson L.	Foster, Elinor	Hahn, Elizabeth C.	Huszagh, Ralph D.
Boyd, Margaret F.	Connell, Richard A.	Francis, Marg'te A.	Hartray, Edward A.	Hyde, Hortense H.
Boyd, William R.	Corlett, Grace O.			

# EVANSTON ACADEMY

Ianson, Nellie H. Irwin, Helen D. Irwin, Marion Agnes Jackson, Colville C. Jackson, Howard E. Jackson, Philbrick W. Jacobs, Walter Fred James, Hubert Edgar Jenks, Herbert Chancellor Jerome, Jesse S. M. Johann, Albert S. Johnson, Ernest E. Johnson, Margaret A. Johnson, Oscar E. Jones, Leno Eric Jones, Samuel Porter Kabaker, Harry Kaemper, Clara Kaemper, Fred Wm. Kelley, Chas. Walter Kelly, Walter Joseph Kellogg, Laura Corinne Kent, Forrest Brown Kerr, H. Hamilton Ketcham, F. Quincy Kircher, Edw. Geo. Knipe, Emory Ethan Koch, Esther Mariah Koch, Paul Koester, Harold M. Kohlhausen, Lester G. Korzon, Joseph Krumm, John Fred Lagerlof, Walter Lane, Geo. Henry Lange, Edward L. Lapp, Mabel Cora Larsen, Laurence W. Larson, Anna Larson, Lucile May Lathbury, C. S. Leaman, Edgar R. Lehle, Louis Lenz, Carl Kurz Levere, Ed. Albert Lewin, Pauline Lillie, John Walter Lininger, Homer D. Lister, Vesta Maya Little, Kenneth B. Locke, Ralph Emory Long, Ariel Eliz. Long, Byron S. Lord, Geo. Willis Lorenzen, Edward F. Lowell, J. Webb.	Lowell, Mark W. Lyon, Harry Leroy Lumsden, James L. McAlear, Marie Pearl McCain, Wm. Ewing McClure, Samuel K. McCordie, F. L. McCullough, Harry McDonald, Hazel McElveen, Eva L. McKenzie, James D. McLain, Addison T. McRoberts, Mildred Mahood, Robert E. Maltby, Virgene S. Manning, Lura Marcus, Carl L. Marklin, Fred'k W. Marsh, Estelle G. Marshall, H. L., Jr. Marshall, R. H., Jr. Martia, Roland R. Martin, Jane Tempy Marvin, Marie B. Mathison, Maryland Elizabeth Mayer, Joe H. Mecartney, Fanny Mehl, Joy Wayne Merkel, Grace Mary Mayer, Raymond E. Messelheiser, A. R. Miller, Helen C. Miller, Leroy Geo. Miller, Ray Norman Mincemoyer, E. L. Mitby, Chester M. Mitten, Lawrence E. Moffat, Alice Naomi Mogg, Edgar H. Mogg, Harold Wm. Mohs, Arthur Wm. Moore, Madeline E. Moore, Mildred M. Moreno, Rafael M. Mountain, Chas. W. Muelle, Phyllis W. Mulford, Grace E. Murphy, Wm. Henry Murray, M. K. Nelson, Geo. Ansley Nelson, Wm. H. Newlove, Florence B. Newton, Julia Roger Nissen, Carl F. North, Wm. Moore Nusser, Laura G. Nutt, Kath. Gertrude Oetting, Rudolph E.	Oettinger, Margaret Harriet Olson, Sanford Omeara, Allan R. Oppenheim, Jean J. Opie, Nannie Ortman, Oliver Ounjian, Asachoor K. Packard, Vernon W. Page, Fannie Belle Parrill, Vena Grace Paulsen, Benj. L. Passow, Laurence F. Passow, William F. Patten, John L. Pattullo, Margaret Duncan Paulin, Louise E. Pawlowski, W. Pearlman, Morris Perkins, Lewis E. Perkins, Robert H. Peterson, Edw. M. Phillips, Chester A. Phillips, Julian P. Phillips, Wm. B. Pickard, Wm. John Plummer, David E. Pope, Chas. E., Jr. Pope, George Guion Pratt, Evelyn B. Purdy, Jas. Edgar Putnam, Wm. Todd Quincy, Melville Ramirez, Cornello C. Ramsay Samuel W. Rapp, Pearl L. Ratcliff, Paul Grady Raymond, Fred. D. Ream, Juanita Louise Reval, Louis H. Rice, George Henry Riley, Dorothy Rinker, Jacob A. Ritter, Francis H. Roberts, Joseph S. Robertson, Wm. K. Roberts, Henry Ellis Rood, Ernestine L. Roop, Mary Gladys Roquemore, B. M. Rosenberg Frances Rosenfield, John M. Round, Maurice L. Russell, Margaret Ryersson, Gladys I. Sandstrom, Herb. E. Satterfield, Helen Sauer, Joseph, Jr.	Savery, Sarah L. Sawyer, Charles H. Sawyer, Elwood E. Sayers, Gilbert A. Schmitt, Victor T. Schneider, Gretchen Schneider, Herbert G. Schneider, John E. Schubert, Delphine Schubert, Edw. H. Schultze, Louis W. Schwarz, Reg. Leo Seaman, Vivian L. Seeburg, Noel M. Semrad, Paul August Sharp, Nathan S. Shattuck, Ewart Shaw, Clarence E. Shedden, James W. Shepard, Marquis M. Shepherd, Vincent I. Sheridan, Joyce F. Siebold, Walter L. Siemens, George J. Simonsen, Rich'd L. Sippel, Beth Ester Slater, Ellis D. Slater, Harold E. Smith, Arthur F. Smith, Gladys W. Smith, Hazel M. Spoehr, Victor A. Squire, Staniford Stallsmith, Weldon Stark, Isabelle E. Stearns, Thomas M. Stevens, Esther G. Stoffel, Paul Julius Stokes, Marg't U. Stolle, Edwin F. Stone, Jesse C. Strong, Margaret Stucker, Herbert W. Sticker, George R. Sutton, Dorothy V. Swift, Alice Marie Swanson, Roy C. Stroud, Frank D. Takahashi, Chas. T. Taylor, Daniel H. Taylor, Lloyd Jas. Taylor, Kenneth A. Terry, William E. Thomas, Robert K. Thompson, Donald R. Thompson, Fred. S. Thorn, John Clint. Todd, Rudolph Wm. Tomlinson, Chas. W.	Tripp, Regis Augusta Tseo, George B. Tucker, Louis Tucker, Marie Louise Van Dusen, Austin K. Van Horne, Zella E. Vawter, Helen M. Vennerdrow, Eskel L. Vernay, Clara E. Vernay, Cynthia W. Vieman, Rudolph W. Vogelson, Kath. Eliz. Voorhees, Imogene S. Voorhees, Mary K. Wagner, Herschel W. Walker, James Walker, Roderick A. Walleres, Marg't E. Walsh, William R. Walter, Will H. Ward, Albert Henry Ward, Mae Agnes Warner, Clarence M. Warren, Delmer T. Watkins, Caldwell Watt, Dorothy T. Watt, Jane C. Weiss, Arthur J. Welch, Elizabeth B. Weller, Robert D. Wessel, Edward G. Weyl, P. Norman Whitcomb, Carter P. Whitcomb, F. L. Whiting, Grace E. Whiting, Jessie M. Whiddicombe, Margaret M. Wightman, Margaret M. Williams, Edgar P. Williams, Weir Wilmes, Florence Wilmesherr, Sam F. Wilson, Robert G. Wirtz, Elizabeth L. Witherstine, H. Witul, R. Wohl, Benjamin Wolford, Darwin H. Wolff, Fred, Jr. Woodward Eunice E. Wright, Howard Mc. Wyeth, Arthur R. Young, Harold M. Zipf, Herbert F. Zoeckler, Leon J. Zulfer, Anthony G.
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## Graduating Class, 1912

### DIPLOMA STUDENTS

Hartford G. Benner  
Edward Beason Blair  
\*Ralph Maxwell Bohn  
\*William Frederick Borchers  
Olive Essie Clay  
Frank Burnus Collins  
Fae Watson Cosner  
\*Pauline Theresa Dorion  
Bradford Downey  
Myrtle Emery  
\*Margaret Louise Furness  
Edwin Robert Goebel  
Robert Fulton Goss  
\*Werner Herbert Grabbe

Isabel Warner Hardie  
Margaret Hatfield  
Peter Ferdinand Jensen  
Dorothy Winifred Kearney  
Mildred Virginia Lamke  
Joseph Mc Masters Larimer  
S. Maurice Lasser  
\*William Endris Nash  
Edwin John Nickel  
\*Henry Oswald Nickel  
Eleanor Ellis Perkins  
Hazel May Robbins  
\*Donald Scoles  
Edward Anthony Sippel  
\*Ralph Merritt Strader

\*Austin William Stromberg  
Martha Gertrude Swank  
James Albert Van Kirk  
John Strawn Vernay  
George Henry Warren  
Vincent Warren  
Ezra Herman Franklin Weiss  
Lewis Jerome West

### CERTIFICATE STUDENTS

Edgar Lawton Blake  
Charles William Burger  
Max James Cavanagh  
Lewis Church Chamberlin  
Neil Booker Dawes

Amanda Marie Deeke  
Jesse Lawrence Eddy  
Anita Ibles Gunther  
Raymond Jefferson Hyatt  
Wilbert Carl Keiser  
Walter J. Kelly  
Gladys Withers Lowry  
Herbert Pfeifer  
James Quan Rood  
Dorothy Louise Scott  
Elizabeth Goudy Slocum  
Lena Minerva Steadman  
Lawrence Tower  
Clarence Mendenhall Warner  
Keith Leroy Warner

Note.—Names marked with (\*) are students entitled to honors for high rank in scholarship.

The following young men of the class were elected to membership in

#### ALPHA DELTA TAU

for excellence in scholarship:

Ralph Maxwell Bohn  
William Frederick Borchers  
Werner Herbert Grabbe

William Endris Nash  
Henry Oswald Nickel  
Donald Scoles

Ralph Merritt Strader

The following young women of the class were elected to membership in

#### KAPPA ALPHA DELTA

for excellence in scholarship:

Pauline Theresa Dorion

Margaret Louise Furness

Election to Alpha Delta Tau and Kappa Alpha Delta is limited to one-fifth of the diploma members of the graduating class. The societies are purely honorary, not social.

# EVANSTON ACADEMY

(Detach this page and mail to the Principal of Evanston Academy,  
Evanston, Illinois.)

....., 19....

TO EVANSTON ACADEMY:

I hereby make application to enter my \*.....

as a student in Evanston Academy for the school year commencing September  
....., 19... (see calendar), subject to the provisions of your printed catalogue  
and regulations of the Academy; and I hereby certify that he is a student of  
good moral character and habits.†

Name in full.....

Residence (give street number).....

Business address of father.....

Age of applicant..... years. Last birthday.....

School last attended .....

Is he to prepare for college?.....

Course of study desired.....

Does he have a serious purpose?.....

Confidential statement giving helpful information concerning student.....

.....

.....

.....

Signed .....

\*A student applying for himself may insert here the word "self."

†As a precaution against the entrance of undesirable students, it is distinctly understood that the parent or guardian in this application certifies that the student entering is amenable to discipline, and is free from vicious or immoral habits, and agrees that in the event of suspension or expulsion of the student for misconduct or withdrawal, except in case of sickness necessitating withdrawal before the middle of the semester, no part of the annual fee is to be rebated or refunded. (As teachers and all school equipment are engaged for the entire school year, the reason for this rule is obvious.) It is further noted that this agreement holds for as many school years as the parent or guardian re-enters the student. See page 7.

NOTE.—Further information respecting the student's personal characteristics may be given in the margins.





## **NORTHWESTERN UNI- VERSITY BULLETIN**

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Volume XIII, Number 28

March 28, 1913

C.  
N819u2a  
1914/15

THE UNIVERSITY OF CHICAGO



# vanston Academy

July, 1915

Course of Instruction  
Student Life at  
Evanston Academy



NORTHWESTERN  
UNIVERSITY  
BULLETIN  
EVANSTON - CHICAGO



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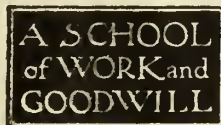
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NORTHWESTERN  
UNIVERSITY  
EVANSTON  
ACADEMY

— Founded 1859 —

Member of the North Central  
Academic Association

COURSES OF INSTRUCTION  
STUDENT LIFE AT  
EVANSTON ACADEMY



EVANSTON, ILLINOIS  
*JULY, 1915*

*EVANSTON ACADEMY*

of NORTHWESTERN UNIVERSITY

*Calendar* SUMMER SCHOOL ..... June, July, August.

## 1915 FIRST SEMESTER (FIRST QUARTER)

BEGINS .....Monday, September 13.  
REGISTRATION DAYS .....Monday and Tuesday, September 13  
and 14, hours, 9-12, 2-5.  
RECITATIONS BEGIN .....Wednesday, September, 15, 8 a. m.  
THANKSGIVING RECESS .....Thursday, November 25, to Sunday,  
November 28, inclusive.

SECOND QUARTER BEGINS.....Monday, November 29.  
CHRISTMAS RECESS.....Saturday, December 18, to Sunday,  
January 2, 1916, inclusive.

## 1916 SECOND SEMESTER (THIRD QUARTER)

BEGINS .....Monday, February 7.  
SPRING RECESS .....Saturday, April 15, to Easter Sunday,  
April 23, inclusive.

FOURTH QUARTER BEGINS.....Monday, April 24.  
 DECORATION DAY, HOLIDAY.....Tuesday, May 30.  
 COMMENCEMENT .....Monday, June 12, Tuesday, June 13.  
 SUMMER VACATION BEGINS.....Wednesday, June 14.

SUMMER SCHOOL .....June, July, August.

FIRST SEMESTER (FIRST QUARTER)

BEGINS .....	Monday, September 11.
REGISTRATION DAYS .....	Monday and Tuesday, September 11 and 12; hours, 9-12, 2-5.
RECITATIONS BEGIN .....	Wednesday, September 13, 8 a. m.
THANKSGIVING RECESS .....	Thursday, November 23, to Sunday, November 26, inclusive.

SECOND QUARTER BEGINS.....Monday, November 27.  
CHRISTMAS RECESS .....Saturday, December 23, to Sunday,  
January 7, 1917, inclusive.

*Special examination days to make up conditions:* Saturday, September 18, 1915;  
Saturday, April 29, 1916; Saturday, September 16, 1916

*Principal of the Academy:* EDWARD W. MARCELLUS, Fisk Hall, Evanston, Illinois



# EVANSTON ACADEMY

of NORTHWESTERN UNIVERSITY

## Historical Statement

**E**VANSTON ACADEMY is one of that long line of institutions for secondary education, which, beginning with the historic academies of New England, has stretched into other states of the Union, and is doing for American education a service similar to that of the great public schools of England—such as Eton, Harrow, and Rugby—or that of the great Gymnasia of Germany.

*Purposes when Founded* It is scarcely eighty years since Chicago was permanently settled, and for nearly sixty years of this time, Evanston Academy has performed the services of a secondary school of high rank for the people of Illinois and the great Northwest. It was founded at a time when this region had few public high schools—a condition which made it necessary for the colleges and universities to associate with themselves schools of secondary grade whose primary function was to furnish good preliminary training for college entrance. For a long time the Academy and similar institutions were about the only satisfactory schools for college preparatory, or general secondary training; and notwithstanding the growth of the public high schools, Evanston Academy continues to hold its position in the public service, developing and strengthening its peculiar function.

*Its Function* The Academy has found and kept an important place in the educational system of the Mississippi Valley. Its function has been partly as a supplement to the high schools for students who desire to continue their preparation for college and must leave home to obtain the necessary facilities; partly as a secondary school of high rank distinguished by the special attention given to the study of the classics and the cultural studies in a section of the country where the forces working against such study are numerous and powerful; partly as a school where more careful and direct attention can be given to the moral and religious training of its pupils than public sentiment permits in the high school.

The administration has the sincere conviction that the Academy offers superior advantages in two fields of education: First, in the preparation of students for college. The whole tone and temper of the Academy is dominated by college ideals and methods. Its course of training is designedly an efficient introduction to the college and university years. Second, in furnishing a cultural training, thorough and comprehensive, for students who will end their schooling with the Academy. For the student who cannot, or by choice does not, pursue a college course, the type of education furnished by the Academy offers the nearest approach thereto.

*Its Opportunity* Owing to its favorable location in one of the most beautiful college towns in the United States, on a campus rivalling in beauty the sites of the most famous seats of learning, and owing to the advantage of close supervision of the university, and to the skill and vigor of its administration, the Academy has remained a school of large attendance and increasing usefulness during all these years.

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*Large Enrollments* Its attendance is drawn largely from the immediately surrounding states, but pupils also come from nearly every state in the Union and from many foreign countries. Twenty-one different states and thirteen foreign countries were represented during the year 1914-1915.

*Co-Educational* Like other leading schools in the Mississippi Valley, it has been for a generation past a co-educational school, the girls constituting a sixth to a third of the total registration.

*Faculty* The School has had the advantage of a continuity of traditions. It has had but eight principals in over a half century and but four since 1873. A generous number of its instructors have continued in service year after year, adapting themselves with increasing efficiency to the growing demands of the School and the students, the average period of service of the present faculty of the Academy being approximately eight years. This faculty is made up of men and women of special training and of broad culture. A majority of its members hold advanced degrees supplemented by foreign travel and study.

The faculty endeavors to secure the best results from students by their own fullness of preparation for the day's work, by clothing the subject with interest, by clearness of presentation, by stimulating alertness of mind in the students and arousing the questioning attitude, by establishing in the class a spirit of confidence and co-operation. The instructors make their teaching a profession, are devoted to it and desire only to make themselves of the fullest service to their students, in whom they seek to have an abiding intellectual, moral, and personal interest.

Scientific meetings and journals of the learned societies are used by the instructors to secure in their own fields the latest results of scholarship and suggestions to be applied in the class work of the Academy. Teachers in the Academy have a special stimulus in close association with the corresponding departments of the College of Liberal Arts of the Northwestern University and therefore have ready access to advanced courses of study that vitalize their own work. Such a faculty brings to students not only the subject matter of a lesson, but breadth of view and the atmosphere of liberal culture.

*Location* The Academy is situated in the City of Evanston, twelve miles north of Chicago, directly on the shore of Lake Michigan. Evanston is connected with Chicago by the Milwaukee division of the Chicago and North Western Railway, by the Northwestern Elevated Railroad and by a surface line from Chicago to Evanston. The Chicago and Milwaukee Electric Railroad furnishes connections with towns north of Evanston to Milwaukee.

*The City of Evanston* Evanston, with a population of 30,000, is one of the most attractive cities in the country; its natural beauty, local pride, and well-administered government make it a place of residence peculiarly helpful and inspiring to students. It is unusually free from immoral influences. The Charter of the University prohibits the sale of intoxicating beverages within four miles of the seat of the University. It is said to be the healthiest city in the state and one of the healthiest cities in the world. Reasons for this are the cleanliness of the town, the

# EVANSTON ACADEMY

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clear air, cooled and purified by Lake Michigan, the efficiency of the Department of Public Works, the skill of local physicians and the adequacy of the hospital provisions, including the new Contagious Hospital. With the Drainage Canal and the municipal filtration plant, Evanston has an equipment unsurpassed for the protection of the health of its students.

## *Its Advantages*

Evanston offers to students many advantages for profitable instruction, culture and inspiration outside of the school curriculum, especially in its churches, and through concerts and lectures. During the college year 1914-15, students had the opportunity to hear such distinguished persons as Hamilton Holt, Bishop W. T. Sumner, Mrs. Maud Ballington Booth, Bishops McDowell, Henderson and McConnell, Booker T. Washington, Lyman T. Abbott, Fred B. Smith, Thomas Nicholson, Irving Bacheller and others of national reputation. University societies are continually bringing to the Campus men of reputation to address them. The School of Music has a series of recitals that include talent of the first rank. Under the direction of Dean of the School of Music, Peter C. Lutkin, the North Shore Music Festival has been given annually since 1909 in the University Gymnasium. The local churches attract excellent pastors who are glad to be of service to the school and to its students.

## *The City of Chicago*

Though Chicago is too remote to be visited frequently by students, it is near enough to supplement in a liberal way all the facilities for study enjoyed at Evanston. Especially advantageous are the libraries, the Art Institute, the Field Museum, and the large and varied musical opportunities of the city. As a center of some of the greatest problems of our national life, Chicago is of peculiar interest to students. The administration of the school seeks to bring students into intelligent contact with these problems of the city and of society as well, and to stimulate a desire for well-directed social service. The Travel Club visits the large factories and industries as well as philanthropic institutions such as the Northwestern University Settlement, the Chicago Commons and Hull House.

## *Fisk Hall*

The Academy building, Fisk Hall, the gift of Mr. William Deering, was erected in 1898 for the use of the Academy. It is on the University Campus, less than one hundred feet from the shore of Lake Michigan and faces Sheridan Road, the favorite drive from Chicago along the North Shore. The south front extends one hundred and eighty feet, and the greatest depth is one hundred and thirty feet. It contains fifteen recitation rooms, each accommodating from thirty to forty students, three laboratories, six large rooms for literary societies and the Christian Association, an extensive study room in the east wing overlooking the lake, and a chapel with a seating capacity of seven hundred and fifty.

## *University Equipment*

Because it is an integral part of the University, Evanston Academy possesses an equipment equalled by few preparatory schools.

The following libraries are on the campus: the Orrington Lunt Library of the University of over 100,000 bound volumes and 65,000 pamphlets; the library of the Garrett Biblical Institute of about 35,000 bound volumes and 20,000 pamphlets. The Evanston Public Library of over 50,000 volumes is but a few blocks from Fisk Hall. To the above-mentioned library facilities may be added the great libraries of Chicago—the Chicago Public Library, the John Crerar Library and the Newberry Library, offering to students a total of more than a million and a quarter volumes.



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The University Museum in University Hall contains large collections illustrative of anthropology, botany, geology, mineralogy, and zoölogy. In some departments it is peculiarly rich. Its materials are available for the purposes of illustration in Academy classes.

## *Gymnasium*

Northwestern University gymnasium, completed in 1910, offers facilities for all forms of physical exercise. Provision for athletic sports is afforded by an indoor field. This field has a dirt floor, surrounded by a ten-lap running track 12 feet wide. The dimensions of this field are 215 by 130 feet, without obstructions, for the roof is supported by immense steel arches rising 54 feet at the highest point. Two full-sized baseball diamonds may be laid out within the track. Six tennis courts might be placed in this field. The field is heated in cold weather and insures opportunity for athletic games and indoor track work at any season. A gymnasium with floor space of 7,200 square feet is equipped with all necessary apparatus for class work. On the north side of this large room is a smaller room to be used for boxing, fencing, wrestling, and exercise on special apparatus. On the south side of the second story are the baths and lockers, and a large rest room for women; a stairway leads from this rest room to the pool below. A beautiful swimming tank, 60x25 feet, complete with filter and heating apparatus, provides for aquatic exercise. Shower baths and locker rooms for the men are in the basement. A large club room for men, offices, and coat room occupy the north halls of the first floor. The corridor, 36 feet wide, through the center of the main building, is used as a trophy room and general social room. By the provision of a large kitchen on the second floor and a lift, the large gymnasium room, the small gymnasium room, and the large social room may be connected into banquet halls at pleasure. Academy students have full use of the gymnasium.

## *Laboratories*

The school is well furnished with laboratory facilities and endeavors from year to year to keep the equipment modern and complete. Besides its laboratory the department of physics has a lecture-room, shop, dark room, apparatus room, and an office. The physics laboratory is furnished with steam, gas, electricity, water, a seconds clock, and sextuple sets of apparatus. The lecture table is provided with gas and water, with a projectoscope and screen. Direct and alternating dynamo and storage battery currents are supplied from a well equipped switch-board in the lecture room. The shop, used chiefly for the construction and repair of apparatus, is supplied with sets of metal-working and wood-working tools, including a small power-lathe, operated by a two-phase, one-horse-power induction motor. A complete wireless telegraphy outfit has been installed.

Academy students taking chemistry use the laboratory and are under the direction of the Department of Chemistry of the College of Liberal Arts. This laboratory is situated in Fayerweather Hall of Science, and has the large equipment necessary for college instruction.

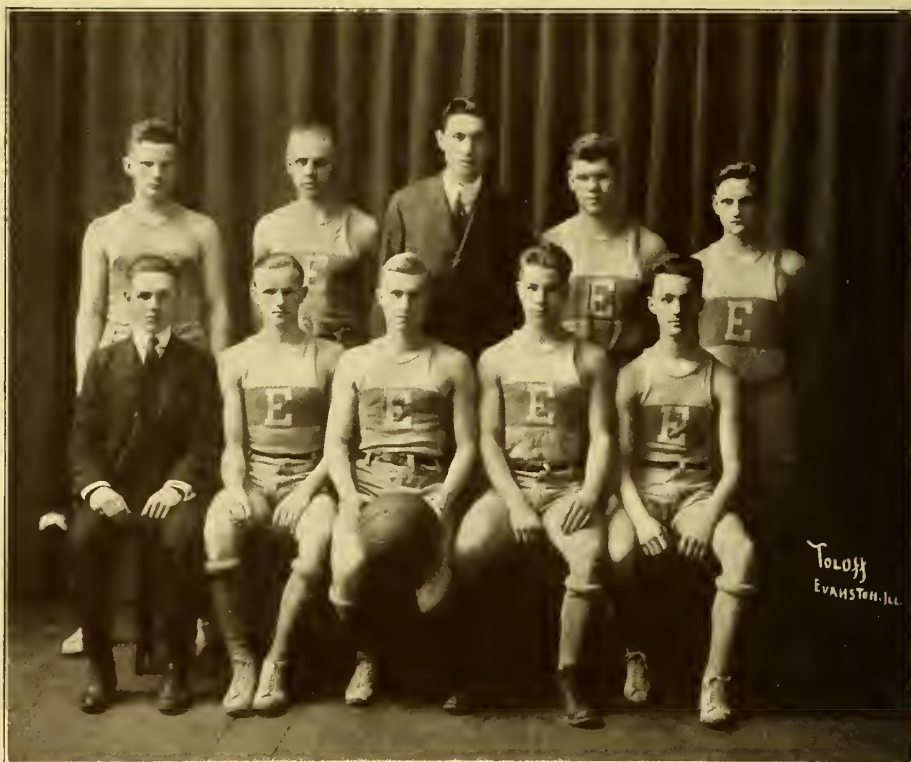
The biological department occupies three rooms on the ground floor of Fisk Hall,—recitation room, office and laboratory. The last is lighted by windows on three sides, is provided with two center tables supplied with water and gas, and has cases for glassware and apparatus and table accommodations for thirty-two students working at a time. The further equipment consists of compound and simple microscopes, vertical camera, microtome, incubator, hot air and steam sterilizers, glassware and reagents, a collection of insects and an herbarium of the local flora. The recitation room is fur-



**FISK HALL**—This building is the recitation hall of the Academy. It contains class-rooms, chapel, library and study-room, and literary society rooms—most of the activities of the school under one roof.



**THE CHAPEL ORGAN**—This beautiful instrument was presented to the University by the Alumni of the College of Liberal Arts. It is used in the daily chapel services and organ recitals are a frequent source of pleasure to Academy students.



BASKETBALL SQUAD—1914-15—Games won, 24; lost, 2. Points scored, Evanston Academy, 1,230; opponents, 473. Winners of Local Championship, Inter-Academic Championship, Western Academic Championship, National Academic Championship.



TENNIS COURTS ON THE CAMPUS.



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nished with a lantern for the projection of lantern and microscopic slides. A large room in the basement is used for storage and the keeping of live animals. A small greenhouse provides specimens throughout the year.

## *Spirit of School*

But more important than the site or equipment of a school is its general spirit or tone. The prevailing spirit in the Academy is one of earnestness and good-will. A large number of students are working their way either wholly or in part; the class rooms demand concentration of endeavor; the chapel services seek the moral and religious quickening of the life of the students; and the literary societies provide discipline in clear thought and expression.

The school recognizes good will as an important asset. The faculty strives to secure it, knowing that once attained it elevates and strengthens every phase of school life. A mutual feeling of trust, courtesy, and friendship is cherished. As far as possible, students are trusted with the administration of the matters that interest them.

Students are regarded as young men and women of earnest purpose, in attendance upon the school to fit themselves for a useful life. This spirit provides an ideal atmosphere for the pursuance of the school work, and at the same time develops a spirit of self-reliance on the part of the students which gives them a most valuable asset in their life-work.

## General Regulations

### *Admission*

The applicant must be at least *thirteen* years of age, and it is required that he shall have completed the ordinary common school branches. In general it is for the advantage of students to enter in September, but they are admitted at any time thereafter, preferably, however, at the opening of a quarter in December, February or April. Students are urged to enter for the full Academy course immediately after finishing the eighth grade, thus gaining the advantage of consecutive study.

*A student applying for admission to the school will bring with him or send in advance a certified statement of work done in the last school attended, with record of deportment or certificate of honorable dismissal.* This certificate will be accepted in lieu of entrance examinations, but must be presented before registration is completed. A student who cannot present such credentials may file a letter of recommendation from his pastor or other responsible person. Dental work and equipment of clothing should be fully attended to before entering.

*The admission of a student implies on the part of himself and his parents an agreement to abide by all the rules and regulations herein set forth, and any others that may be adopted by the school from time to time.*

### *Advanced Standing*

A student applying for advanced standing, i. e., entering after the first year of the Academy course, should present at the Principal's office full and detailed records of work pursued in other schools of high school or academic grade, together with statement of satisfactory deportment in the school last attended. *Blanks for this purpose are provided by the Academy office and their use is preferred.*

Credit is given on the Academy records for work done in other schools after the successful completion of one semester's work, "successful" being interpreted to imply

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at least passing grades in the line of work in which credit is sought. Any teacher may require an examination in a subject in which credit is sought, in order to satisfy himself of the student's knowledge in the subject. On an announced date early in the second semester of the student's attendance, he will present his credits to the Principal for valuation and record. Students desiring credit in laboratory science, such as botany, zoölogy or physics, should bring with them their note-books containing the original record of work in the laboratory. Whenever possible the note-book should have the certification of the instructor under whom the work was done. All students seeking advanced credit in English must present from their former schools a detailed statement of the names of the English classics studied. Any classics included in the Academy English course in the years for which credit is sought but not contained in the statement submitted, must be made up to the satisfaction of the English Department. The Academy requires that a student to be a candidate for graduation shall have been in attendance at the school long enough to have secured credit in at least three units of work. For definition of unit, see page 19.

*Registration*      The applicant is assisted by the Principal or other members of the faculty in the selection of studies and the adjustment of registration. No student is admitted to classes until his registration is approved at the office. A student is ordinarily expected to take at least twenty periods of recitation work in the week. Two periods in the laboratory are estimated as equivalent to one period in recitation. A student whose health is not vigorous or who must spend much time in labor for self-support should not take full registration. Changes of registration during the school year may be made only after consultation with the Principal. Permission to register for more than four units of credit is not granted unless the Principal is satisfied that the student can carry the whole work creditably. A student may not be permitted to register for more than three units of credit, if he is engaged in such outside work as will make a serious drain on his time or energy.

*Reports*      Quarterly reports of class work are made by the faculty to the Principal and by him to the homes of the students. When requested by the parents or deemed advisable by the Principal more frequent reports will be rendered. The report cards should be promptly signed by the parent or guardian and returned, preferably by mail, to the Academy office.

*Examinations*      Examinations are held at various times during each quarter, as well as at its close, but they are not allowed to overshadow the importance of regularly well prepared daily work.

*Absences*      When a student's absences during any quarter, in any study, amount to one-sixth of the total requirement of class hours in that study, his registration in that subject will be cancelled and the privilege of examination denied unless the cancelled registration be restored by vote of the faculty. When the absences amount to one-eighth, his quarterly grade will be marked incomplete, until a special examination upon the work missed is taken at the date set for special examinations. However, in the case of unavoidable absences due consideration will be given. But every absence from class is investigated and the student is required to account for it to the Principal.

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## *Records*

The Academy records are made numerically; 90 to 100 is excellent; 85 to 90 good; 75 to 85 is fair; 70 to 75 is unsatisfactory but passing; below 70 is failing. Upon the recommendation of the instructor a failing grade may be raised by a later successful examination. A failure in, or neglect to take, the second examination, requires a repetition of the work in class. A student is not permitted to use for graduation those records of grade 70 to 75 that are in excess of one-fourth of the total. Second examinations are offered only on the days announced in the Calendar (see page 2).

## *Courses Offered*

In the first semester classes are formed in English of the first, second, third and fourth years; elementary algebra, geometry, plane and solid; civics, history of Greece, of Europe, of England and the United States; Latin of the first, second, third and fourth years; Greek of the first and second years; French of the first and second years; German of the first, second and third years; physics, chemistry, botany, zoölogy, bookkeeping, and mechanical drawing.

In the second semester new classes are formed in first-year Latin, elementary algebra, advanced algebra, trigonometry, college algebra, economics, and history of Rome.

The classes beginning in September are often adapted to the needs of those who register at the opening of the second, third or fourth quarter. Indeed, a student may enter the school at any time and expect to find class work to accommodate his wants, but all who can do so are urged to enter in September.

## Officers of Administration

HERBERT FRANKLIN FISK, PRINCIPAL EMERITUS

B. A., M. A., Wesleyan; D.D., LL.D. Phi Beta Kappa, Alpha Delta Tau. Thirty-one years principal of the Academy. Professor of Education, Northwestern University.

EDWARD WINIFRID MARCELLUS, PRINCIPAL

Graduate, Nebraska State Normal. B.A. Northwestern University. Graduate Work, University of Nebraska and Columbia University.

HELEN CHURCH—Secretary to the Principal and Office Secretary.

Office Telephone, Evanston 1900.



# EVANSTON ACADEMY

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## Departments and Instructors

### Biology

LEWIS HART WELD—Instructor in Biology. B.A. University of Rochester; M.A. University of Michigan. Graduate student at Cornell University. Phi Beta Kappa, Alpha Delta Tau. Member of American Association for Advancement of Science.

Botany—Seven hours a week throughout the year; field and museum trips. Bergen and Caldwell's *Introduction to Botany* used as a text. The work consists of recitations, informal talks, detailed examination of material in the laboratory, the making of notes and drawings, reference reading, and the preparation of short papers. Whenever possible living material is used and a number of things for class use are grown in a small greenhouse. A knowledge of the life processes of plants is arrived at by means of experiment; about thirty experiments are performed each semester. In some cases these are individual experiments. In most cases one experiment is set up for the whole class and each student writes it up to hand in. This furnishes training in observation and also in clear statement and logical thinking. Field work seeks to furnish experience with plants out-of-doors which may be utilized later. The more experience with plants a student brings to the course the better, and one aim of the course is to point out the many practical applications of botany to every-day life.

The first semester deals with seeds and seedlings, chemical contents of seeds, testing of foods, structure and functions of roots, soils, winter twigs, buds, types of stems, and microscopic structure of two single stems.

The second semester deals in the laboratory with the structure and function of leaves, photosynthesis, and transpiration, and in class with landscape gardening, forestry, chemical composition of plants and metabolism. During the last quarter a rapid survey of the three groups of lower plants is attempted, studying representative species of bacteria, diatoms, all the groups of algae, and many fungi, especially those of economic importance. The life histories of liverwort, moss, and fern, if time permits, introduce the idea of alternation of generations and the course concludes by tracing this idea on up into the flowering plants.

The course may be entered at the beginning of either semester.

Zoölogy—Seven hours throughout the year. There are more field and museum trips than in Botany and these require the whole afternoon. No text book is required, but Linville and Kelly's *Text-Book in General Zoölogy* will be found useful, or Kellogg and Doane's *Economic Zoölogy and Entomology*. A large amount of reference reading is required, the reference books being found in the laboratory or nearby libraries. Indeed one of the aims of the course is to learn how to use a library. Laboratory work furnishes a basis on which to build a further knowledge of physiology, life history, habits, and the economic importance of the subject. Attention is called to the larger questions which naturally arise in such a study, such as the conservation of wild life, mosquito and fly campaigns, legislation regarding propagation of game, evolution, heredity, and eugenics. Proximity to Chicago makes it possible to keep in touch with the practical side of the industries centering around the domesticated animals and no finer bred animals can be found anywhere than are shown annually at the Dairy and International Stock Shows.

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The course begins with the study of insects in the fall. After Thanksgiving the other arthropods are taken up. In the winter the vertebrates are studied and in the last quarter the numerous invertebrate groups, but these are not studied in great detail as they consist of forms that are mostly marine and not so familiar to inland students.

This course is elective and is given only in alternate years and is open only to third and fourth year students. Some previous work in science is required.

**Chemistry** Academy students taking Chemistry are in College classes and receive instruction from members of the College faculty.

A course in General Chemistry is offered in the fourth year of the Academy course, but is limited to those students who *require* this subject as a preparation for college or engineering school. At least five hours each week are spent in the laboratory. Other hours are reserved for lectures. The equipment of the laboratory is thoroughly adequate. See page 6.

## English

ANDREW THOMAS WEAVER—Instructor in English and Public Speaking. Phi Alpha Tau, Delta Sigma Rho. B.A. Carroll College; M.A. University of Wisconsin. Master of Public Speaking, Tome School. Instructor in Argumentation and Debate, Dartmouth College.

CLARA GRANT—Instructor in English. Phi Beta Kappa. Ph.B. Northwestern University. Student at Oxford, England.

ELIZABETH STANWOOD—Instructor in English. B.A. Vassar College. M.A. Northwestern University.

The English course comprises four full years of class work five periods a week. Each candidate for the Academy diploma must take this course.

(a)—I. Literature, for intensive study: Gayley's *Classic Myths*, Palmer's Translation of *The Odyssey*, Dickens' *A Christmas Carol*, Shakespere's *A Midsummer Night's Dream*, *Selected Myths of the Trojan War*.

For Supplementary Reading: One book chosen from the following: Dickens (any), Stevenson (any), *Ben Hur*, *Lorna Doone*, *The Sketch Book*, *Ivanhoe*.

II. Rhetoric and Composition: Rhetoric, one period per week; Themes, one per week.

(b)—I. Literature.

(1) For intensive study: Scott's *The Lady of the Lake* and *Quentin Durward*, Hawthorne's *The House of Seven Gables*, Shakespere's *Henry the Fifth*, and *The Merchant of Venice*.

(2) For supplementary reading: One of Scott's Novels, oral report given; another standard novel read and review written.

II. Themes, one per week.

(c)—I. Literature.

(1) For intensive study: Shakespere's *Julius Caesar*, *The Sir Roger De Coverley Papers*, Dryden's *MacFlecknoe*, Pope's *The Rape of the Lock*, Coleridge's *The Rime of the Ancient Mariner*, Tennyson's *Gareth and Lynette*, *Launcelot and Elaine*, and *The Passing of Arthur*, George Eliot's *Silas Marner*.

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(2) For general reading with class discussion: Selections from the following: Shakespere's *As You Like It*, Macaulay's *Life of Johnson*, Gray's *Elegy*, Goldsmith's *The Deserted Village*, *The Vicar of Wakefield* and *She Stoops to Conquer*, Irving's *Life of Goldsmith*, George Eliot's *Adam Bede* and *The Mill on the Floss*, Gaskell's *Cranford*, Thackeray's *Henry Esmond*, Lowell's *The Vision of Sir Launfal*.

II. History of English Literature: Pancoast and Shelley, *First Book on English Literature*.

III. *Rhetoric and Composition*. Throughout the year.

(d)—I. *Literature*.

Shakespere's *Macbeth* and *Twelfth Night*, Macaulay's *Essay on Milton*, Milton's *Shorter Poems*, Webster's *First Bunker Hill Oration*, Washington's *Farewell Address*, Lincoln's *Speeches and Letters*, Selections from Wordsworth, Coleridge, Shelley, Keats and others, Short Stories, Sheridan's *The Rivals*, Browning's *Poems*.

II. *Rhetoric and Composition*.

(1) Rhetoric once per week during first three quarters of the year.

(2) Themes once per week throughout the first two quarters, twice per week through the latter two quarters.

III. *Declamation*. Once per week in first two quarters.

IV. *History of Literature*. From Shakespere to Tennyson.

## French

MICHELE A. VACCARIELLO—Instructor in French (and German). B.A. Western Reserve University. Graduate Student, University of Chicago. Student, Lycée Descartes, Tours, France. Instructor in schools of Cleveland. Instructor in modern languages in St. Alban's School.

(a)—Grammar: Aldrich & Foster. Reading: Talbot's *Le Francais et Sa Patrie*, *La Grammaire* by Labiche, or *L'Eté de la Saint-Martin*, by Meilhac and Halévy, *L'Abbé Constantin*, by Halévy. Verb drill: Decourbey's *Verb-Blank*. Recitation and conversation. Five hours a week.

(b)—Grammar: Work based on Aldrich & Foster. Composition: Koren's *French Composition*. Reading: *Columba*, by Mérimée; *La Poudre aux Yeux*, by Labiche and Martin; *Le Bourgeois Gentilhomme*, by Molière; *Neuf Contes Choisis*, by Daudet; *Le Roi des Montagnes*, by About; *La Question D'Argent*, by Dumas, fils. Verb drill: Decourbey's *Verb-Blank*. Recitation and conversation. Five hours a week.

## German

COWDEN LAUGHLIN—Instructor in German. B.A., Ph.D., Princeton University. Student in Germany for two years.

(a)—Fraser and Van der Smissen's *Grammar* (40 lessons complete). Reading of selections such as Guerber's *Märchen und Erzählungen*, Vol. 16; Holgwarth's *Gruss aus Deutschland*, and Storm's *Immensee*. Five hours a week.

(b)—Fraser and Van der Smissen's *Grammar* completed; Pope's *Writing and Speaking German*. Reading selections as follows: Storm's *In St. Jürgen* or *Im Sonnenschein*; Wildenbruch's *Das Edle Blut* or *Der Letzte*; Auerbach's *Brigitta*; Moser's *Der Bibliothekar*. Five hours a week.



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(c) Pope's *Writing and Speaking German* (completed). Sight reading from *Aus Nah und Fern* (as the numbers appear). Reading of *Im Vaterland* as a basis for conversation; Heine's *Harzreise* and Schiller's *Wilhelm Tell*. Five hours a week.

## Greek

Academy students taking Greek are in College classes and receive instruction from members of the College Faculty.

The course in Greek is the two-year course required for admission to most colleges and is unusually thorough. The work is arranged as follows: First year, White's *First Greek Book*, and *Anabasis*, book I; second year, *Anabasis*, books II, III, IV. About eighty lessons are given to Greek composition. Careful drill in inflection and syntax are given in connection with the work of each year.

## History, Civics and Economics

HARRY THOMAS NIGHTINGALE—Ph.B. University of Michigan; M.A. University of Illinois. Student at Universities of Jena, Leipzig, and Oxford. Instructor in Chicago High Schools and University of Illinois Academy. Member of Illinois State Board of Equalization.

MARGARET PRICE—Instructor in History. B.A., M.A. Northwestern University.

The department requires frequent written exercises and reports of a character intended to develop precision and judgment and facility in using books. Geography is emphasized in the history courses, and outline and sketch maps are used. Selections from the sources are used constantly, as well as illustrative matter. The aim of the History courses is to develop good citizens and good Americans. Five hours a week.

(a) Ancient European History with preliminary study of oriental history. Emphasis is laid on the more recently discovered importance of Oriental and Egyptian history as the background of Greece and Rome. The course is carried into Medieval History to help show the intimate connection and difference between ancient and modern Europe. Readings, reports, and papers accompany text book study. The Academy is especially fortunate in having the use of the great Palestine Museum located in Garrett Biblical Institute. Text Book, Robinson and Breasted *Outlines of European History*, Part I. For first and second year students. Five hours a week.

(b) Modern European History. The purpose of this course is to enable the student to understand the more immediate causes of present-day conditions. We emphasize past conditions and past institutions worth knowing about rather than the old fashioned historical manual method of short accounts of past events. Recent events in Europe, the mother of modern civilization, should arouse a desire for a more profound and intelligent understanding of those international relations, in which the United States must perform an increasingly important part. Text book, Robinson and Beard, *Outlines of European History*, Part II. Open to third and fourth year students who have had History (a). Five hours a week.

(c) English History. The amalgamation of different European peoples in England; relations with Scotch, Irish, and Welsh; the development of local and national representative government; foreign commerce of the United Kingdom; Colonial Expansion into World Empire, and intimate connection with American commercial and political institutions. Text book, Cheyney's *Short History of England*; source material, Cheyney's *Readings in English History*. Open to second and third year students. Five hours a week.

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(d) American History. (1) The History of the United States. The course presupposes a knowledge of elementary facts of the subject, such as is secured in a thorough course in the grade or grammar schools. Collateral reading is required, both in the sources and in secondary works. Reports on the reading and papers on assigned subjects must be submitted. Emphasis is laid upon the forces of civilization pressing westward, and the industrial, economic, and social development especially since the Civil War, as well as the political changes tending toward a completer realization of popular rule. Text books, *Forman's Advanced American History*; *James' Introductory Readings*. Open to third and fourth year students only. Five hours a week.

(2) Advanced American History. *James' Readings in American History*. Prerequisite (1). Five hours a week.

(e) Civics. *First Semester*. A study of government, municipal, state, and national. The origin of government; the structure or machinery of government; the functions or activities of government. With special emphasis on the latter phase of the subject, the class will study "Applied Civics," in its relation to some of the present-day social and economic, as well as political, problems. Collateral reading required. Readings, Haye's *Readings in Civil Government*. Text book, James and Sanford, *Government in State and Nation*. Open to third and fourth year students. Five hours a week.

(f) Elementary Economics. *Second Semester*. The aim of this course will be to give the student a broad outlook upon our industrial and commercial system. Some attention will be given to economic theories and principles, but the emphasis will be placed upon present problems, not with a view of finding solutions at once—that can be done only after more advanced study—but with the intention of obtaining an understanding of the nature of and reasons for the present industrial controversies and conflicts. Text-book: Burch and Nearing, *Elements of Economics*. Five hours a week.

## Latin

ADA TOWNSEND—Instructor in Latin. B.A., M.A. Northwestern University. Phi Beta Kappa. Fellow in Latin Northwestern University. Student in American Classical School, Rome. Author of Prose Composition based on Ritchie's *Fabulae Faciles*; and First Year Latin by Correspondence.

S. INEZ TRAXLER—Instructor in Latin. B.A. Northwestern University.

A course of four years in Latin is provided as follows:

(a) *First Semester*—D'Ooge's *Latin for Beginners*, forty-five lessons. Drill in pronunciation and forms with daily written exercises in Latin. Five hours a week.

*Second Semester*—D'Ooge's *Latin for Beginners*, finished, including thirty pages of connected Latin reading. Continued drill in pronunciation and forms, daily written exercises. Five hours a week.

(aa) Same as first semester of (a) but given in the second semester; intended for students entering in February. Five hours a week.



1915 BASEBALL SQUAD—LOCAL CHAMPIONS—Games won, 19; lost, 4; tied, 1. Runs scored, Evanston Academy, 125; opponents, 50.



THE LAKE SHORE ON A WINDY DAY—As seen from the Fisk Hall Library.





1914-15 SWIMMING TEAM—UNDEFEATED IN DUAL  
MEETS.



AN ATTRACTIVE CAMPUS SCENE—Near the lake.



THE SWIMMING POOL—The scene of many spirited contests.



DEBATE SQUAD, 1915—The Academy debate class and literary societies are most helpful in developing the art of effective public address.



STUDENTS' READING ROOM IN THE GYMNASIUM—  
Used by the students of all departments.



THE GYMNASIUM—This building and its appointments are unsurpassed. It serves as a gymnasium, indoor field, social centre, and auditorium. Academy students have full access to its advantages.



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(ab) Same as second semester of (a) but given in the first semester; intended for students who have completed (aa), or who have not sufficient preparation to enter (b). Five hours a week.

(bb) *Second Semester*—Gunnison and Harley's *Caesar*; selections from Caesar's *Civil War* and Nepos' *Lives*. Daily exercises in Latin composition and drill in forms. Five hours a week.

(b) Gunnison and Harley's *Caesar* (text, grammar, and composition); four books with practice in sight reading and review of forms. Daily exercises in Latin composition, oral and written, systematic study of word formation. Five hours a week.

(c) Bishop, King, and Helm's *Cicero*; six orations including the *Manilian Law* with practice in sight reading, derivation, and word-formation. D'Ooge's *Latin Composition*; daily exercises, oral and written. Allen and Greenough's *Grammar*. Five hours a week.

(d) Fairclough-Brown's *Vergil*, six books of the *Aeneid*, with practice in sight reading, derivation, word formation and review of forms. Allen and Greenough's *Grammar*. Five hours a week. D'Ooge's *Latin Composition, Exercises for Senior Review*, weekly.

In Latin composition throughout the first three years, each pupil is required to correct his own written exercise, which is returned to him by the instructor with errors indicated.

Students who desire to enter advanced classes in Latin, but who are found to have insufficient knowledge of the elementary principles of forms and syntax and to lack facility in composition, will be required to review their work. *Those who enter (c) or (d) without Latin composition will be required to make good the deficiency by regular class work under a teacher.* It is advisable that all students study Latin at least two years and if possible four years.

## Mathematics

LLOYD CLINTON HOLSINGER—Instructor in Mathematics (and Athletics). B.A. University of Michigan. M.A. Northwestern University. Sigma Xi, Alpha Delta Tau. Instructor in Mathematics in Bradley Polytechnic Institute. Graduate Student, University of Chicago. Baseball Coach, Northwestern University.

ALVIN PERCY BRADLEY—Instructor in Mathematics (Athletics and Mechanical Drawing). B.S. Northwestern University.

GEORGE WASHINGTON FURREY—Instructor in Mathematics (and Physics). Ph.B., M.A. University of Michigan.

The courses in mathematics offered are as follows:

(a) *First Year Algebra*—Five hours a week throughout the year. The course includes Algebra through quadratics.

(b) *Plane Geometry*—Five times a week throughout the year. Course (a) is required for admission to Plane Geometry.

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(c) *Higher Algebra*—Five times a week, one semester. Includes a review of Course (a), simultaneous quadratics, ratio and proportion, progressions, theory of quadratics, binomial theorem, and logarithms. Course (a) is required for admission to Course (c).

(d) *Solid Geometry*—Five times a week, one semester. Courses (a) and (b) are required for admission to Solid Geometry.

(e) *College Algebra*—Four times a week, one semester. Courses (a) and (c) are required for admission to College Algebra.

(f) *Trigonometry*—A four-hour course of one semester is offered in Plane Trigonometry. Pre-requisites, Courses (a), (b), (c), and (d).

## Mechanical Drawing

ALVIN PERCY BRADLEY—Instructor in Mechanical Drawing (and Manual Training). B.S. Northwestern University. Phi Beta Kappa, Alpha Delta Tau. Graduate work in civil engineering. Practical experience as draughtsman, and civil engineer.

(a) Free-hand lettering, geometric construction, orthographic projection, elementary working drawings, sections of solids, and the development of their surfaces. Twenty-two drawing plates and eight lettering charts required during the year. Text, Sloan's *Mechanical Drawing for High Schools*, Book I. Four hours a week.

(b) *First Semester*—Intersections of Solids and Isometric Projection. *Second Semester*—Advanced working drawings, structural drafting or machine drawing, tracing, and blue prints. Eighteen original drawings and two lettering charts required. Text, Sloan's *Mechanical Drawing for High Schools*, Book II. Mechanical Drawing (a) prerequisite. Four hours a week.

In both years the text is supplemented by blue print drawings and direction sheets.

To the ordinary student the work is of benefit in the cultivation of habits of neatness and accuracy, and in the expression of ideas graphically. It is especially valuable in developing his conception of the relations of objects in space. For the student who expects to take courses in engineering, mechanical drawing will provide an excellent foundation for later work of a similar character in advanced technical schools.

## Physics

GEORGE WASHINGTON FURREY—Instructor in Physics (and Mathematics). Ph.B., M.A., University of Michigan. Extended experience in teaching in public schools. Professor of Mathematics, Mount Morris College, 1899-1909.

The work in physics is open to third and fourth year students. Those who enter upon it should have a working knowledge of the elements of algebra and plane geometry. The course includes a study of plane motion, and of the elements of dynamics. Especial attention is given to wave motion as a basis for the study of sound, heat, electricity, and light, which are taken up in the order given. Students are expected to perform about sixty experiments, mostly quantitative, which are carefully reported in a note-book to be submitted to the instructor for criticism. The plotting of curves to show the relation between the physical quantities involved is made a prominent

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feature of laboratory work. The study of electricity occupies one-third the time of the entire course, and is practical in every detail. Three hours a week are given to recitations and two two-hour periods to laboratory work. [See page six for equipment.] A complete wireless outfit has been installed and a Wireless Club stimulates the interest of the students.

**Accounting Subjects** The course in bookkeeping covers the entire year, five hours a week. Actual business forms will be used in all of the work, so that the student may become familiar with drafts, notes, bills of sale, or mail orders. The work includes, besides the ordinary single and double entry exercises, accounts of wholesale grocery, commission and shipping, wholesale dry goods, and corporations. This work is put on as thorough a basis of instruction as the regular literary and scientific courses.

**Music** Classes for instruction in the rudiments of music and in vocal sight reading are held in Music Hall. The classes meet for hour periods. Academy students have the privilege of attending the numerous faculty and student recitals at the School of Music free of charge. Further opportunity for advancement in music is offered by the Evanston Musical Club, and the great Chicago North-Shore Music Festival. A fair voice and a rudimentary knowledge of music are the requirements for admission, and a small fee is charged. To those desirous of paying more particular attention to the study of music, the School of Music provides extensive courses in voice, piano, organ and orchestral instruments, as well as in harmony, musical history, counterpoint, composition, etc. For full details see Catalog of the School of Music.

Students interested in orchestral music may become members of the Symphony Orchestra of the School of Music; those interested in band music may join the University Band. Opportunities for glee club and choral work are also provided.

**The Musical Literary Course** A course of literature and music, to be distinguished by an appropriate diploma, may be arranged in which music takes the place of four units of the usual requirements, except English. (See pages 11 and 12.) Music (preferably piano) to be accepted for such credit must be pursued continuously and satisfactorily for four years, requiring two lessons a week and not less than two hours a day of study and practice. Students in this course pay the Academy tuition of \$100.00 per annum. They pay also for their music tuition according to the "Special Student Fees" charged in the Music School, minus a rebate of \$30.00 per annum. Students who pursue this course need to take at least one year more of work in the Academy to fulfill all the requirements for *entrance to college*, as music is not accepted in the usual program for college preparation.



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## Courses of Study

Recommended for the General College Preparatory Course

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Mathematics (a) 3 Latin (a) 4 Botany or Ancient History.	1 English (b) 2 Mathematics (b) 3 Latin (b) 4 Ancient History or Second Language or Science or Second History	1 English (c) 2 Latin (c), French, German or Greek (a) <i>Two of the following:</i> History, Zoölogy, Physics, Second Foreign Language	1 English (d) 2 Mathematics (c) and ½ unit elective 3 Latin (d), Greek, French or German (b) <i>One of the following:</i> History, Zoölogy, Physics, Chemistry, Second Language

Recommended in Preparation for the Study of Medicine, Pharmacy or Dentistry

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Latin (a) 3 Botany or Ancient History 4 Mathematics (a)	1 English (b) 2 Latin (b) 3 Zoölogy 4 Mathematics (b)	1 English (c) 2 German (a) 3 Physics 4 Latin (c) or an elective	1 English (d) 2 German (b) 3 Chemistry 4 Mathematics (c) and ½ unit elective

Recommended in Preparation for the Study of Law

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Latin (a) 3 Botany or Ancient History 4 Mathematics (a)	1 English (b) 2 Latin (b) 3 Mathematics (b) 4 Ancient History or Second Language or Science or Second History	1 English (c) 2 German or French (a) 3 European History 4 An elective	1 English (d) 2 German or French (b) 3 U. S. or English History or Civics 4 Mathematics (c) and ½ unit elective

Recommended in Preparation for the Study of Engineering

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Latin (a) or French (a) 3 Mathematics (a) 4 Mechanical Drawing or Ancient History	1 English (b) 2 Latin (b) or French (b) 3 Ancient History or Second Language 4 Mathematics (b) 5 Mechanical Drawing	1 English (c) 2 German (a) 3 Physics 4 Mathematics (c) and one of the following: Mathematics (d) or (e)	1 English (d) 2 German (b) 3 Chemistry 4 <i>Two of the following:</i> Mathematics (d), (e), (f)

Musical Literary Course

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Mathematics (a) 3 Ancient History 4 Music	1 English (b) 2 Mathematics (b) 3 French (a) or German (a) 4 Music	1 English (c) 2 French (b) or German (b) 3 History or Second Language 4 Music	1 English (d) 2 Physics 3 Music 4 One of the following: History, Second Language, Zoölogy

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Students completing the course of study in the Academy are admitted on certificate to the College of Liberal Arts, the College of Engineering, the Law School, the School of Pharmacy, the Dental School, the School of Music, and the School of Oratory of Northwestern University. Certificates of the Academy are accepted, as well, at any of the colleges in any part of the country which admit on certificate. The principal and a special committee of the Academy faculty give attention to the registration of students intending to enter College or a technical school, so that preparation may be made to the best advantage.

The School is a member of the North Central Association of Colleges and Secondary Schools which adjusts the standards of work in the institutions of the Middle West, and also of the North Central Academic Association, a growing and efficient organization of the leading preparatory schools of the Middle West.

Sixteen units of work are required for graduation with diploma. A *unit* is equivalent to a year's work in any one subject with recitations four or five times a week. A student having a condition of not more than two units receives a *certificate of credits* and is entitled to register in the College of Liberal Arts of Northwestern University.

## Requirements for Graduation

### (16 Units)

- (1) All units, equivalent to eight and one-half, included in Group A. Four units for completed course in English.
- (2) Four units from Group B.
- (3) Three and one-half additional units from Group B, C, or D.

GROUP A	GROUP B	GROUP C
1-4. <i>English</i>	10. <i>Greek</i> (a)	22-24. <i>Mathematics</i>
(a)	11. <i>Greek</i> (b)	(d)
(b)	12. <i>Latin</i> (a)	(e)
(c)	13. <i>Latin</i> (b)	(f)
(d)	14. <i>Latin</i> (c)	25. <i>Botany</i>
<i>Four Units</i>	15. <i>Latin</i> (d)	26. <i>Zoölogy</i>
5-7. <i>Mathematics</i>	16. <i>French</i> (a)	27. <i>Chemistry</i>
(a)	17. <i>French</i> (b)	28. <i>Mediaeval and</i>
(b)	18. <i>German</i> (a)	<i>Modern European</i>
(c)	19. <i>German</i> (b)	<i>History</i>
<i>Two and one-half</i>	20. <i>German</i> (c)	29. <i>English History</i>
<i>units</i>		30. <i>American History</i>
8. <i>History</i>		31. <i>Civil Government</i>
9. <i>Laboratory Science</i>		(Civics)
		32. <i>Political Economy</i>
		33. <i>Bookkeeping</i>
		34. <i>Mechanical Draw-</i>
		<i>ing</i>

NOTE.—The units under Group B may be made up by four units of one language; three units of one and one of another, or two of one and two of another. All the units in Groups B and C, which are taught here, except solid geometry, college algebra, plane trigonometry, civics and elementary economics, are full year courses. Students planning to enter college should consult their respective catalogs before choosing their elective studies. The principal will gladly aid in this.

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## General Statements

### *Moral Influences*

The Academy, fostering the moral and religious life of its students, encourages association in various endeavors for the social well-being of the student community. The Christian associations cultivate social relations, and provide religious services that continue at school the activities pursued by many of the students at their homes. Courses in Bible study are open to all. Attendance of all students is required at daily chapel exercises. These are planned for worship and inspiration. Addresses are frequently given by speakers of distinguished ability, reputation, and prominence. The student on entering the Academy registers the church he chooses habitually to attend. Many denominations are represented in the student body.

The church organ in Fisk Hall chapel, presented to the University by the Alumni of the College of Liberal Arts, was finished in May, 1909, at a cost of \$8,000. It was built by Casavant Brothers, of St. Hyacinthe, Quebec. It is a beautiful and most serviceable instrument, and is used daily in the chapel exercise. At intervals an organ recital is substituted for the regular chapel service.

### *Literary Societies*

Five literary societies have been formed in the Academy—three for men, the Philomathia, Euphronia, and the Zetaethea; and two for the young women, the Illinae and Pieria. The meetings of these societies are controlled by the students, under the general supervision of the principal and faculty, and are conducted with dignity and profit. Special rooms have been set aside in the building for the use of these societies, and have been attractively furnished and decorated. The meetings of the societies are held weekly and give the members discipline in thought, debate, public address, parliamentary law, and the conduct of business.

### *Forensic Activities*

It is doubtful whether those interested in Evanston Academy know the remarkable success of the institution in forensic contests. Since 1910, teams representing Evanston Academy have won nine of eleven debates, and have never lost by unanimous decision of the judges. In six years, Evanston Academy has met and defeated Lake Forest three times, the Academy of Northwestern College three times, Grand Prairie Seminary, Illinois Preparatory School, and Morgan Park Academy each once. During this time Evanston Academy has lost two debates to the Academy of Northwestern College.

In the Inter-State Oratorical League the success of the Academy has been equally good. The league includes Elgin Academy, Grand Prairie Seminary, The Academy of Northwestern College, Culver Military Academy, Wayland Academy, Lake Forest Academy, and Evanston Academy. In the annual contests of this League Evanston Academy has won four of the last five contests.

The excellence of the forensic work in Evanston Academy is ascribed very largely to the training obtained in the literary societies. These organizations are the source of much of the power manifested in the interscholastic platform battles.



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A local prize oratorical contest is held at the Academy in March, and the winner of the first prize is appointed to represent the school at the Interacademic contest. The declamation contest is held in May.

It is required of all students who represent the school in any public contest that their general scholarship be of satisfactory grade. Information regarding the regulations governing interacademic debating and oratory, and regarding the local contests in oratory and declamation may be obtained at the principal's office.

## Prizes

During the past year prizes have been offered as follows:

THE FOSTER PRIZE—Mr. George A. Foster, B. A., of the class of '81, Northwestern University, has provided prizes of twenty-five dollars, ten dollars and five dollars to the three students receiving first, second and third places, respectively, in the annual declamation contest.

THE ORATORICAL PRIZE—Mr. James A. Patten has given two prizes, one of twenty-five dollars, and another of fifteen dollars, to those students who in the annual oratorical contest of the literary societies of the school secure first and second place, respectively.

## School Periodicals

The students of the Academy publish *The Bear*, an illustrated annual, a creditable reflection of the life of the school, and *The Academian*, a carefully edited weekly paper. All students are eligible to competition for positions on the staffs of these publications.

## Gymnasium and Athletics

Athletic work and gymnasium practice are encouraged and fostered by the Academy. It is recognized that healthful physical exercise is necessary for boys of academic age, and the aim in athletics is not to have small teams highly developed, but rather to encourage the love of play in the individual and to have a large percentage of students take part in the physical activities of the school.

It is felt that the training a young man receives in athletics, if of the proper sort, teaches him to subordinate his individuality to that of the community of the school and develops traits of character that will be of value to the state in later life.

Students are subjected to physical examination, and careful records of development, weaknesses, strength, and the condition of heart and lungs, are made. From these data special exercises for corrective purposes can be prescribed, according to the needs of the individual.

It is the aim of the school to encourage manly sport, to maintain it at low expense, to inspire in the students who participate in it noble ideals of conduct, and to direct the sport into the most salutary channels. With this end in view teams have been organized in football, track, baseball, cross-country running, indoor ball, swimming, tennis, golf and basketball and contests are annually scheduled with the best preparatory and high school teams of the vicinity. Students have access to the Northwestern Field, an athletic ground not excelled in the Middle West for its size and its appointments.

All athletics are under the direct supervision of the Academy faculty, and the Academy Athletic Association, composed of students and faculty. No student may

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take part in any interacademic athletic contest without the written approval of the principal of the Academy. No student who is delinquent in his studies may participate in any interacademic contest.

*Recent Athletic Victories* The records of all Academy teams for the last five years show that the standard of athletics has been very high, not in one or two sports alone, but in every branch of athletic work.

The basketball ball teams during this period have won 103 games and lost 15. They have held the Inter-Academic Championship during this time and in 1915 won both the Western and the National Academic Championship.

In base ball the same standards have been maintained. Competing in 102 contests the teams were victorious in 88. During four of these years the Western Academic Championship was won as well as the local title.

The foot ball team has won the Inter-Academic title twice during the past five years and has a record of 19 victories against 8 defeats.

For three years the Academy has held the Western one-mile relay Championship and during that time has sent two teams to Philadelphia to compete in the National relay events, in each case making a strong bid for the title. In two successive years, first place in the Northwestern Indoor Interscholastic was taken by the track team. In that time the team won also the Beloit Interscholastic, and the Princeton Meet.

Swimming, tennis, and golf have about the same record. The Swimming Team has taken the Northwestern Interscholastic, the Tennis Team has won the tournament at the University of Chicago, and the Golf Team the Western Preparatory Championship.

*Health* The Academy regards the health of its students as a main consideration. The school is fortunate in its situation in a suburban city with all the advantages, sanitary and otherwise, of a modern city. The water supply is abundant and healthful, due to the model filtration plant recently installed, while a new contagious hospital completes a provision for excellent hospital service not to be found in many communities. The city is almost without manufacturing industries so that the air is free from smoke and other impurities. The City's Board of Health is most efficiently administered.

Recitation rooms for the most part have a southern exposure. The nervous strain of class work is reduced to a minimum by the five minutes intermission for relaxation between recitations, by blackboards of roughened surface, tinted green, on which talc crayon and dustless erasers are used. Unusual precautions have been adopted to secure safety in case of fire, and fire drills are held.

Provision is made for health talks to young men and women assembled separately, discussing especially the hygiene of the life of the student. In the event of serious illness a resident of Evanston has access to the best medical and surgical skill. Northwestern University has arranged with the Evanston Hospital, one of the best in the state, for the care of students who may be seriously ill. The hospital is complete and modern in all its appointments. On advice of the physician, the principal of the Academy arranges for the transfer of the student to the hospital, notifying the parent or guardian of the action taken. It may be of interest to note that the two beds in the hospital subsidized by the University are not occupied one-half of the year, though



A WALK ALONG THE SHORE, NORTH OF FISK HALL.



A CORNER OF LAKE FRONT PARK—One of many evidences of Evanston's civic pride.





CAMPUS SCENES.

—Courtesy of "The Bear."

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there are many hundreds of students in the College, Academy, School of Music, and School of Oratory.

**Day Students** Many students in Evanston and vicinity find the arrangement of the hours of Academy classes especially convenient. The recitations are grouped as far as possible in the morning. Chapel begins at nine. This adjustment makes it possible for most students to be at home for the midday meal. The afternoon, if not used for laboratory work at the school, is left free for study and recreation.

**Study Room** When students are not engaged in class work they are required to use their morning time in the study-room of the school, which is under the supervision of a monitor. This room is large, well-lighted and tastefully decorated. A good working reference library is at the service of students. Study periods are maintained for *make-up work from 1:30 to 4:30 under like supervision.*

**Alpha Delta Tau and Kappa Alpha Delta** In June, 1907, a chapter of Alpha Delta Tau was formed in the Academy. This organization corresponds in secondary schools to Phi Beta Kappa in universities. The fraternity is open only to young men who meet the requirements for the diploma, and election to it is determined by excellence in scholarship. It is the highest honor that can be awarded to a young man at graduation, and has proven a potent stimulus to scholarship. The fraternity is not a social organization and is open only to graduates of the school.

Chapters of the fraternity have been organized in the Tome School for Boys, Phillips Exeter Academy, Phillips Andover Academy, Evanston Academy, William Penn Charter School, Polytechnic Preparatory School of Brooklyn, Wayland Academy, Doane Academy, the Howe School, the University School of Cleveland, the Lawrenceville School, Newark Academy, Worcester Academy, and it is to be extended to other leading secondary schools.

In June, 1912, Kappa Alpha Delta, a similar organization for young women, was established in the Academy.

## Expenses

Regular tuition in advance, a half year.....	\$50.00
For sons and daughters of ministers in actual service, in advance, a half year....	38.50
Registration fee, each half year (all students).....	5.00

Students of proven financial need will be given a rebate of \$9 per half year, provided their conduct and scholarship are satisfactory. The rebate to ministers' children is contingent upon the same conditions.

In comparison with most secondary schools, the expenses are very low, while the standards and facilities here are excellent. An economical student should be able to confine his necessary expenses, including tuition, board and room, to between \$350 and \$450. Extravagance in expenditure is strongly discouraged by the school authorities. Parents are advised to limit the amount of spending money granted their children.

# EVANSTON ACADEMY

of NORTHWESTERN UNIVERSITY

Payment is required at the beginning of the semester. Checks in payment of bills should be drawn to the order of Northwestern University. To avoid the expense of exchange charged by the Chicago Clearing House Association on checks drawn on banks outside of that association, it is suggested that checks in payment of Academy bills be drafts on Chicago banks. *No tuition fee will be refunded except in case of illness.* In this event the student will procure from the principal of the Academy an excuse from attendance, and also, from a physician, a certificate of the inability of the student to remain in school, in which case one-half the tuition fee will be refunded *if the student cancel his registration before the middle of the semester.*

The University is not responsible for the loss of any personal property belonging to any of the students in any building owned by the University, whether the loss occurs by theft, fire, or an unknown cause.

## **Room and Board**

Academy young men are under the supervision of a member of the faculty. No dormitories are provided, but accommodations are permitted in approved homes only.

The young men rooming "in town" are expected to conduct themselves with due regard to their own best interests as well as to those of the School. Reports are made by householders on blanks supplied by the Academy office. Information is required regarding the student's habits of study, his orderliness about the house, frequency of visitors during study hours, absence from town, church attendance, removals, and any other matter requiring the attention of the principal. This system has disclosed a condition of orderliness and industry among the students. The School will be prepared at any time to make report to parents or guardians if students are not making proper use of their time and privileges at the School.

In private residences in Evanston board may be had in clubs for \$4.00 to \$5.00 a week. Room rent costs from \$1.00 to \$2.50 a week for each occupant, usually two in a room. Board with room in families costs \$5.00 to \$7.00 a week.

Young women attending the Academy and not residing in their own homes are under the general supervision of the Dean of Women of the University. Those who are unable to secure accommodations in the women's dormitories are required to ask permission to room elsewhere. The consent of the principal should be obtained before rooms are engaged. Young women and young men are required to room in separate boarding houses.

The Academy faculty makes a careful examination of the homes in Evanston that wish to receive young women students, and consent is given to engage accommodations only in homes whose character is known and approved. The school requires frequent reports from the householders regarding the general life of the students residing with them.

## **Loan Funds**

A few students are aided every year by small loans, not exceeding in any case fifty dollars in one year, from the funds of the Board of Education of the Methodist Episcopal Church. These loans are made to young men or young women who are members of the Methodist Episcopal Church. They are payable within two years after the end of the students' school life.

A fund called the Students' Loan Fund is administered by the faculty of the University *through its Committee on Loan Funds.* From this fund, loans are made to



# EVANSTON ACADEMY

of NORTHWESTERN UNIVERSITY

deserving Academy students (without regard to denominational affiliation) for temporary relief in unexpected emergencies. These loans are always payable not later than the opening of the following school year. Information regarding the place and times at which the Committee will receive applications for loans will be furnished by the principal of the Academy.

*The Summer School* In the summer the Academy offers selected courses that give the same credit as courses taken in the regular academic year. Usually there are courses in Mathematics, French, German, Latin, Physics, and History, but no course is given for less than six students. The work is intensive. The course occupies six weeks, five days to the week, for a half unit, and twelve weeks for a full unit. No student registers for more than two half units unless the work is review work, and most students are recommended to take but one-half unit. The attempt is made to complete the work of an ordinary semester in a six weeks' term. It is apparent, therefore, that the class work is full and exacting, and preparation must be correspondingly diligent and extensive.

The summer term begins a few days after Commencement, closing according to the courses carried. The fee for one half unit is \$15.

These summer courses are provided for those who wish to complete their preparation for college in less than four calendar years, for those who may desire reviews for college entrance examinations, or for those who have conditions to be removed. Students of immature years may be refused admission to summer work, and high standards of classroom work during the regular school year are essential to admission.

## Miscellaneous Information

*Calendar* The school year is divided into four quarters. The dates of opening, and closing, and of vacations, are stated in the calendar, page 2. Recitation hours are forty minutes in length. Five minutes' intermission is given between classes. Prompt and constant attendance is required at all class exercises and all absences are carefully investigated. The first and last days of the term are of such special importance that only the most imperative reasons should require the absence of students at those times.

*Patronage of the School* The patrons of the school come from many states and foreign countries, yet it is a fact of interest that the Academy has an increasing number of students from its own county, where it comes into intelligent comparison with free public schools that are among the best. More than one-half the total enrollment are students from Evanston and Chicago.

*Social Events* Social gatherings of Academy students are under the supervision of the principal of the Academy. It is required that request for such gatherings will be made of the principal at least one week before the date appointed for the event. The request must give details as to time, place, chaperonage, character of the party, etc.

# EVANSTON ACADEMY

of NORTHWESTERN UNIVERSITY

*Fraternities Not Allowed*      *No Academy student is permitted to establish or retain membership in any high school or academy fraternity, or to have social or other affiliations with any college fraternity. Students are required on registering in the Academy to subscribe to the following pledge:*

"I promise, without mental reservation, that I will have no connection whatsoever with any secret student society, and will not be present at the meetings of any secret student society so long as I am a member of Evanston Academy. In giving this pledge I understand that I hereby agree to hold myself aloof from the acceptance of social favors proceeding from any secret student societies or provided in the interest of such societies, and to refrain from intimacies that would tend to develop my interest more with one fraternity than with another, or would give my acquaintances the impression that I am peculiarly intimate with the members of any fraternity."

Acceptance of favors by men from women's societies, and by women from men's societies is a violation of this pledge.

*Absences*      No student is permitted to absent himself from any required exercise, recitation, or chapel, without accounting for such absences to the principal. Excuses for all absences are to be presented on printed blanks to be secured at the office, and should state definitely the date of each exercise from which excuse is desired. *Students living at home are required to bring from home written requests for excuse for absences.* Excuses should always, when practicable, be presented in person and before the absence occurs. When this is impossible, the student should present his written explanation on the first day he resumes his school work. Should illness or other cause necessitate an absence of several days, explanation should be sent to the office promptly by a friend, by mail or by telephone. The school regards its class hours and chapel in the light of business engagements which the student must keep regularly and promptly.

*The Office*      It is the intention of the Principal that the office shall not be solely a necessary piece of machinery. It is hoped that the students may resort to it for any service that it may render—for advice concerning studies or concerning other personal affairs, for miscellaneous information—in short, that it may serve as a clearing-house for all that concerns the student. The office invites correspondence concerning any matters not made clear herein, and all such letters should be addressed to "The Principal, Fisk Hall, Evanston, Illinois," who will give them his personal attention.

*The Principal and Faculty welcome at any time from the parents of students suggestions that may assist in making the school of greater service to them, and are especially pleased to have them call and see the school at work.*

# EVANSTON ACADEMY

of NORTHWESTERN UNIVERSITY

## Summaries, June, 1915

Total registration.....	376
Men .....	267
Women .....	109
College Students in Academy.....	19
Music Students in Academy.....	7
Law .....	3
Garrett Biblical Institute.....	5
Swedish Theological Seminary.....	1
Norwegian-Danish Theological Seminary.....	2
Engineering .....	2

## Summary by States and Countries

Evanston .....	96
Cook County, outside of Evanston....	172
Illinois .....	41
Other States .....	50
Foreign Countries .....	17
	<hr/> 376

STATES	STATES	STATES	COUNTRIES	COUNTRIES
Alabama ..... 1	Missouri ..... 3	Oklahoma ..... 1	Austria ..... 1	Greece ..... 1
Alaska ..... 1	Michigan ..... 6	Ohio ..... 3	China ..... 1	India ..... 1
Iowa ..... 7	Minnesota ..... 3	Pennsylvania .. 1	Cuba ..... 1	Jamaica ..... 1
Illinois ..... 309	Montana ..... 1	South Dakota... 2	Canada ..... 2	Mexico ..... 3
Indiana ..... 7	Nebraska ..... 2	Rhode Island... 1	Denmark ..... 1	Norway ..... 1
Kansas ..... 1	New Jersey..... 1	Tennessee ..... 2	England ..... 1	Persia ..... 1
Kentucky ..... 2	New York..... 2	Utah ..... 1	Germany ..... 2	
Massachusetts.. 2				

## Students, 1914-15

Abbott, John W.	Bradway, Horace R.	Costa Rico, Joe	Franzen, Wm. S.	Hartray, John F.
Aitchison, Phyllis L.	Brandes, Chas. A.	Cram, Kenneth B.	Fredericks, Jen-	Hatfield, Theo. M.
Alarcon, Julius C.	Brandes, Katherine	Crane, Frank R.	nette Sallie	Hayford, M. F.
Alexander, B.	Edna	Crawford, Ruth G.	Friend, Milton H.	Healey, Kent T.
Allport, Claudia J.	Brockema, Myron	Crew, William H.	Froehlich, Chas. W.	Hedenberg, J. W.
Altenburg, Lillian	Matthias	Crist, Josephine E.	Funkhouser, Mary	Hefferman, G. B.
Ambrosius, Marie	Brooks, Julian C.	Crocker, Harold F.	Mermod	Henslee, Robert L.
Marjorie	Brown, Kathryn D.	Cross, Blanch M.	Furness, Newman	Hertwig, Fred A.
Anderson, Ethel A.	Brown, Paul F.	Dahle, Upton	Furness, Marian	Hess, Eli R.
Anderson, Helen R.	Brownlee, Edw. C.	Dalmar, Dick D.	Furter, Margaret L.	Hessling, H. W.
Anderson, LeRoy	Brydon, Clarise	Danielson, Edward	Furter, Helen H.	Hesson, William G.
McKinley	Burgess, Ernest C.	Davie, Weston E.	Gabosch, Arthur J.	Hinners, Mildred J.
Andrews, Anna E.	Burkhardt, Henry	Davis, Martha L.	Gambrill, Mary S.	Hinrichs, Edwin R.
Andrews, John H.	S. Jr.	Dawe, Garfield	Gambrill, Richard	Holden, Elizabeth
Anklam, Elmer H.	Burnham, W. W.	Delicate, Gerald B.	Gammons, Paul	Hyde
Arnold, Margaret L.	Burroughs, P. W.	Diamantes, Arthur	Gebhardt, Mildred	Holmes, Charles S.
Ballard, Kathryn	Butler, Willis L.	Dolan, Gertrude G.	Wilhelmina	Hotchkin, Helen M.
Banker, Dorothy M.	Cady, Helen Mary	Drury, Mary H.	Gee, George Albert	Hott, Maxwell R.
Banker, Marian A.	Calkins, Helen D.	Dugan, John A.	George, Frank C.	Howe, Edgar M.
Basquin, Harold G.	Campbell, Nelson	Dugan, Leo M.	Gilligan, Gerald M.	Howell, William R.
Bayne, Walter L.	W.	Dunden, Frank L.	Glaze, Harry Smith	Howell, William S.
Behnke, W. B.	Carlisle, Henry G.	Dunham, Claire A.	Gotti, Harry E.	Huszagh, Ralph
Bender, Walter	Carlson, Alice G.	Ehrat, Helen F.	Gray, Orrin de J.	Iyde, Hortense
Berg, Albert	Carlson, Carl F.	Elliott, Horace R.	Gray, Raymond C.	Irwin, Helen D.
Betts, Ellsworth E.	Carlson, Chas. A.	Elsenau, Myrtle N.	Gregory, Morris T.	Irwin, Marian A.
Billow, Lillian	Carlson, Rudolph E.	Eriksen, Ezra W.	Griffin, Allen T.	Jackson, Colville C.
Blinner, Cordier P.	Carman, Dorothy R.	Ferguson, Arthur	Guzman, Robert E.	Jackson, Reimer L.
Blshop, C. S.	Carney, George S.	Favinger, C. W.	Hahn, Elizabeth C.	Jensen, Carl Robert
Blair, Francis Kling	Carney, Sidney S.	Ferguson, Arthur	Hamm, Freder'k B.	Jesson, Charles J.
Blair, Margaret R.	Carter, Louise	Fernstrom, Helma	Hancock, C. H.	Johnson, Harris A.
Boe, Arnold Hands	Case, Mervin	Josephine	Hansen, Carl J.	Johnson, Herbert E.
Blum, Kate A.	Cattermole, C. C.	Fidlar, Helen T.	Hansen, O. J. W.	Johnson, Margaret
Borchardt, Ann J.	Chester, Alma C.	Firth, Edward	Hardie, Eleanor	Anne
Borcoman, Pom-	Chevalier, Robert R.	Fitch, Gerald	Hardy, Charles S.	Johnston, Carlos H.
pillu Joseph	Clark, J. Edmond	Flogaus, Wm. A.	Harkness, Isabella	Kehoe, Roland J.
Bowman, Janet H.	Classen, Arthur F.	Forde, Wilbert D.	Vincent	Keller, Hope V.
Boyden, Willard N.	Cole, Helen Janet	Francis, Gordon	Harkness, Phebe H.	Kent, Harold W.
Boyer, Mable	Cole, Laurence R.	Frankenhuis, V.	Hartmann, H. A.	Kern, Helen M.
Bradley, H. Loux	Corlett, William K.		Kerr, Henry H., Jr.	



# EVANSTON ACADEMY

of NORTH WESTERN UNIVERSITY

Kesterson, Harry I.	Moore, Lewis C.	Pope, Chas. E., Jr.	Seaman, Vivian L.	Tucker, Martha F.
Ketcham, Fred Q.	Moore, Madeline E.	Pope, George Guion	Seeburg, Noel M.	Utley, Marion E.
Kirkbride, M. W.	Moore, Mildred M.	Porter, Harry H.	Semrad, Paul A.	Van Dusen, A. K.
Kittridge, Frank C.	Morehead, Gould	Pride, Nettie J.	Shank, Henry S.	Vennerdrow, E. L.
Klee, Harold J.	Morgan, Anna E.	Protine, Philip D.	Shaw, Clarence E.	Vernay, Cynthia W.
Kloska, Hugo T.	Mueller, Phyllis W.	Purcell, Ray G.	Shepard, M. M.	Verrall, Herbert W.
Knipe, Emery E.	Mullin, Edgar S.	Racette, Lionel J.	Shingler, Jabez	Voigt, John G.
Koch, Guy Joseph	Monroe, Brower	Ramsay, Samuel W.	Shumway, Doris E.	Von Huben, Chas.
Korn, William B.	Murphy, William H.	Rapp, Pearl Louise	Siebold, Walter L.	Wahl, George L.
Krumm, John F.	Meyers, Loren H.	Rasch, Bernice C.	Skagen, John	Walker, James H.
Lamont, M. W.	Nash, Margaret E.	Remington, C. C.	Soneson, Sarah C.	Wallin, Wm. L., Jr.
Lehrkind, Helen L.	Nay, Lloyd B.	Riddle, Donald W.	Sotirakos, Spiros	Wallock, A. M.
Levitetz, Nathan	Nelson, William H.	Ries, Fred Edward	Smith, Hazel M.	Walton, L. Martin
Lind, Arthur G.	Newton, Julia	Ringling, Robert E.	Smith, Ina	Walton, Myreon
Lind, Fred E.	Nierling, Gertrude	Ritter, F. Hamilton	Smith, Ivan Worth	Wamboldt, M. P.
Lord, Joseph H.	Nina	Robertson, Wm. K.	Smith, Marcella M.	Ward, Alonzo L.
Lowell, Jay Webb	Nissley, J. Ewart	Robinson, Miriam	Smith, Orrin Gould	Watson, John
Lu, Lee	Noelle, Joseph B.	Rogers, Ora Belle	Spence, Arthur R.	Watt, Dorothy T.
McAtee, Clyde S.	North, Cora F.	Rosenberg, Frances	Splinter, Albert	Weber, Max S.
McCabe, Frank P.	North, William M.	Rowen, Edna F.	Spoehr, Victor A.	Weber, Philip H.
McClure, Marian E.	Northcott, Harry C.	Rudolph, Irving W.	Squire, Staniford	Weeks, Ruth B.
McClure, Samuel K.	Norton, Herbert B.	Rudolph, Ruth M.	Stearns, Thos. M.	Weil, Almer M.
McKenzie, Jas. D.	Oates, Jas. F., Jr.	Sandall, John C.	Steinhilber, Ernest	Weinmann, H. F.
McKenzie, Wm. B.	O'Connor, Gladys	Sanford, W. C., Jr.	John, Jr.	Weisz, Irma
Maack, Milton L.	Marie	Sauer, Joseph C.	Stewart, K. A.	West, Robert J.
Malham, Rascho	Oleksey, Edward J.	Saunders, Geo. M.	Stewart, Pritchard	Westerdahl, A. E.
Malouff, Charles F.	Olive, Stanley E.	Saunders, John W.	Stolle, Erwin F.	Weyl, Paul Norman
Mantonya, Wm. G.	Olson, Milton Olaf	Sayers, Gilbert A.	Streeter, L. H.	White, Earl Edwin
Manzor, Alberto J.	Olson, Sanford	Saylor, Herman G.	Stupe, Otto Alvin	Wightman, M. M.
Marsh, Estelle G.	Omer, Harry N.	Schaefer, Wilhelm	Sur, Tak Won	Wilkie, Marion A.
Marsh, Herbert	Oppenheimer, Max	Schermerhorn,	Talbot, F. J.	Williams, Cyrus H.
Matthison, M.	Orth, Leonard J.	Charlotte C.	Taylor, Alfons G.	Wilson, Robert G.
Mayer, Dorothy V.	Palmer, Paula A.	Schlocks, Helen	Terry, William E.	Wintermeyer, Elsie
Mayer, Jonas H.	Parrott, Floyd Dale	Schlocks, Louise G.	Thomas, Donald R.	Augusta
Merritt, Don James	Pasow, William F.	Schmeisser, Esther	Thomas, Robert K.	Wirtz, Elizabeth L.
Meyer, C. F.	Patten, J. L.	Caroline	Tjomsland, A. L.	Woodward E.
Michel, Joseph B.	Pellerano, Carlos M.	Schmitt, Victor T.	Towle, Athalene R.	Eunice
Mills, Lyle Wright	Perry, Albert Lea	Schneider, R. P.	Towle, Margaret M.	Wroe Gerald Dillon
Minor, Charles S.	Peterson, Russell M.	Scodes, Gertrude E.	Towner, Martha	Wyeth, H. B., Jr.
Moffatt, Alice N.	Peterson, Walter J.	Scott, Frederick S.	Tozier, Margaret R.	Zulfer, Anthony G.
Moore, Dan Edw.	Poindexter, R. E.		Traut, Elmer J.	

## Graduating Class, 1914-15

### DIPLOMA STUDENTS 1914-1915—(16 Units)

Walter Leon Bayne	Harry D. Gottl	William H. Nelson
*Lillian Billow	Phebe Helen Harkness	Russell Mansfield Peterson
Cordier Paul Binner	*Elizabeth Hyde Holden	*Elmer John Traut
*Willard Newhall Boyden	*Helen M. Hotchkinn	Anthony Mark Wallock
Helen Mary Cady	Margaret Anne Johnson	*Philip H. Weber
Sidney S. Carney	*Emory Ethan Knipe	Robert Joseph West
Mervin Case	Samuel Kenneth McClure	Robert Gragg Wilson
William A. Flogaus	Jonas H. Mayer	Ellen Eunice Woodward
Newman Furness	Alice Naomi Moffatt	

### COLLEGE ADMISSION COURSE 1914-15 (14 to 15½ Units)

Charles A. Carlson	Mildred J. Hinners	Robert Edward Ringling
Gerald B. Delicate	Helen Dorothy Irwin	Frances Rosenberg
*Helen Tydings Fidler	Estelle Gertrude Marsh	Willard Clark Sanford Jr
Milton H. Friend	Charles F. Meyer	Austin Keeler Van Dusen
*Charles Stave Hardy	Anna Elizabeth Morgan	Gerald D. Wroe
Isabella Vincent Harkness	John L. Patten	

Names marked with (\*) are students entitled to honors for high rank in scholarship.  
The following young men of the class have been elected to

#### ALPHA DELTA TAU FRATERNITY for excellence in scholarship

Philip H. Weber                      Emory Ethan Knipe  
Elmer John Traut

The following young women of the class have been elected to

#### KAPPA ALPHA DELTA FRATERNITY for excellence in scholarship:

Helen M. Hotchkinn              Elizabeth Hyde Holden  
Lillian Billow

#### ALPHA DELTA TAU and KAPPA ALPHA DELTA

Initiations and Round Table Luncheons were  
held on Wednesday, June 2, 1915

Elections to Alpha Delta Tau and Kappa Alpha Delta is limited to one-fifth of the young men and the young women of the class who meet the diploma requirements. The fraternities are purely honorary, not social.



# Northwestern University

¶ THE COLLEGE OF LIBERAL ARTS, located at Evanston, in an ideal college community, offers special preparation for the professions and for pursuits requiring broad training.

¶ THE MEDICAL SCHOOL is one of the oldest, largest, and best equipped. Seven hospitals are open to students. Clinic material is abundant.

¶ THE LAW SCHOOL, the oldest law school in Chicago, offers unexcelled library facilities and courses that prepare for practice in any state.

¶ THE COLLEGE OF ENGINEERING has its own building just completed, beautifully situated, a model of efficiency. Technical studies in a University environment.

¶ THE SCHOOL OF PHARMACY offers a scientific training in Pharmacy, Chemistry and Drug and Food Analysis. Special courses for Drug Clerks.

¶ THE DENTAL SCHOOL offers expert training in theory and practice. Facilities are unsurpassed. Its clinic is the largest in the world.

¶ THE SCHOOL OF MUSIC affords a scientific preparation for music as an accomplishment and a profession. It is located at Evanston.

¶ THE SCHOOL OF COMMERCE offers professional and scientific education for business with emphasis on the training of business executives. Day and evening work, laboratory courses and business research.

¶ THE SCHOOL OF ORATORY has its own building and a faculty with long and successful experience.

¶ EVANSTON ACADEMY prepares for college, for engineering, for professional schools and for business.

For information regarding any school of the University address President A. W. Harris, Northwestern University Building, Chicago.

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Volume XV, Number 43  
July 9, 1915



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1915/16



# vanston Academy

July, 1916

Course of Instruction  
Student Life at  
Evanston Academy



NORTHWESTERN  
UNIVERSITY  
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NORTHWESTERN  
UNIVERSITY  
EVANSTON  
ACADEMY

— Founded 1859 —

Member of the North Central  
Academic Association

COURSES OF INSTRUCTION  
STUDENT LIFE AT  
EVANSTON ACADEMY

A SCHOOL  
of WORK and  
GOODWILL

EVANSTON, ILLINOIS  
*JULY, 1916*



# EVANSTON ACADEMY

of NORTHWESTERN UNIVERSITY

## Calendar 1916-1917

### FIRST SEMESTER

FIRST QUARTER BEGINS.....Monday, September 18.  
REGISTRATION DAYS.....Monday and Tuesday, September 18 and  
19; hours, 9-12 a. m., 2-5 p. m.  
RECITATIONS BEGIN.....Wednesday, September 20, 8 a. m.  
SECOND QUARTER BEGINS.....Monday, November 20.  
THANKSGIVING RECESS.....Thursday, November 30, to Monday,  
December 4, inclusive.  
CHRISTMAS RECESS.....Thursday, December 21, to Monday,  
January 1, inclusive.

### SECOND SEMESTER

THIRD QUARTER BEGINS.....Monday, February 5.  
REGISTRATION DAYS.....Monday and Tuesday, February 5 and  
6; hours, 9-12 a. m., 2-5 p. m.  
RECITATIONS BEGIN.....Wednesday, February 6, 8 a. m.  
EASTER RECESS.....Thursday, April 5, to Monday, April 9,  
inclusive.  
FOURTH QUARTER BEGINS.....Tuesday, April 10.  
DECORATION DAY—HOLIDAY.....Wednesday, May 30.  
COMMENCEMENT EXERCISES.....Monday, June 11, 8 p. m.

## 1917-1918 FIRST SEMESTER

FIRST QUARTER BEGINS.....Monday, September 17.  
REGISTRATION DAYS.....Monday and Tuesday, September 17 and  
18; hours, 9-12 a. m., 2-5 p. m.

*Special examination days to make up conditions:* Saturday, September 23, 1916;  
Saturday, January 6, 1917; Saturday, April 28, 1917; Saturday,  
September 22, 1917.

*Principal of the Academy:* Edward W. Marcellus, Fisk Hall, Evanston, Illinois.

# EVANSTON ACADEMY

of NORTHWESTERN UNIVERSITY

## Historical Statement

**E**VANSTON ACADEMY is one of that long line of institutions for secondary education, which, beginning with the historic academies of New England, has stretched into other states of the Union, and is doing for American education a service similar to that of the great public schools of England—such as Eton, Harrow, and Rugby—or that of the great Gymnasia of Germany.

*Purposes when Founded* It is scarcely eighty years since Chicago was permanently settled, and for nearly sixty years of this time, Evanston Academy has performed the services of a secondary school of high rank for the people of Illinois and the great Northwest. It was founded at a time when this region had few public high schools—a condition which made it necessary for the colleges and universities to associate with themselves schools of secondary grade whose primary function was to furnish good preliminary training for college entrance. For a long time the Academy and similar institutions were about the only satisfactory schools for college preparatory, or general secondary training; and notwithstanding the growth of the public high schools, Evanston Academy continues to hold its position in the public service, developing and strengthening its peculiar function.

*Its Function* The Academy has found and kept an important place in the educational system of the Mississippi Valley. Its function has been partly as a supplement to the high schools for students who desire to continue their preparation for college and must leave home to obtain the necessary facilities; partly as a secondary school of high rank distinguished by the special attention given to the study of the classics and the cultural studies in a section of the country where the forces working against such study are numerous and powerful; partly as a school where more careful and direct attention can be given to the moral and religious training of its pupils than public sentiment permits in the high school.

The administration has the sincere conviction that the Academy offers superior advantages in two fields of education: First, in the preparation of students for college. The whole tone and temper of the Academy is dominated by college ideals and methods. Its course of training is designedly an efficient introduction to the college and university years. Second, in furnishing a cultural training, thorough and comprehensive, for students who will end their schooling with the Academy. For the student who cannot, or by choice does not, pursue a college course, the type of education furnished by the Academy offers the nearest approach thereto.

*Its Opportunity* Owing to its favorable location in one of the most beautiful college towns in the United States, on a campus rivalling in beauty the sites of the most famous seats of learning, and owing to the advantage of close supervision of the university, and to the skill and vigor of its administration, the Academy has remained a school of large attendance and increasing usefulness during all these years.

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*Large Enrollments* Its attendance is drawn largely from the immediately surrounding states, but pupils also come from nearly every state in the Union and from many foreign countries. Twenty-four different states and twelve foreign countries were represented during the year 1915-16.

*Co-Educational* Like other leading schools in the Mississippi Valley, it has been for a generation past a co-educational school, the girls constituting a sixth to a third of the total registration.

*Faculty* The School has had the advantage of a continuity of traditions. It has had but eight principals in over a half century and but four since 1873. A generous number of its instructors have continued in service year after year, adapting themselves with increasing efficiency to the growing demands of the School and the students, the average period of service of the present faculty of the Academy being approximately eight years. This faculty is made up of men and women of special training and of broad culture. A majority of its members hold advanced degrees supplemented in several cases by foreign travel and study.

The faculty endeavors to secure the best results from students by their own fullness of preparation for the day's work, by clothing the subject with interest, by clearness of presentation, by stimulating alertness of mind in the students and arousing the questioning attitude, by establishing in the class a spirit of confidence and co-operation. The instructors make their teaching a profession, are devoted to it and desire only to make themselves of the fullest service to their students, in whom they seek to have an abiding intellectual, moral, and personal interest.

Scientific meetings and journals of the learned societies are used by the instructors to secure in their own fields the latest results of scholarship and suggestions to be applied in the class work of the Academy. Teachers in the Academy have a special stimulus in close association with the corresponding departments of the College of Liberal Arts of the Northwestern University and therefore have ready access to advanced courses of study that vitalize their own work. Such a faculty brings to students not only the subject matter of a lesson, but breadth of view and the atmosphere of liberal culture.

*Location* The Academy is situated in the City of Evanston, twelve miles north of Chicago, directly on the shore of Lake Michigan. Evanston is connected with Chicago by the Milwaukee division of the Chicago and North Western Railway, by the Northwestern Elevated Railroad and by a surface line from Chicago to Evanston. The Chicago and Milwaukee Electric Railroad furnishes connections with towns north of Evanston to Milwaukee.

*The City of Evanston* Evanston, with a population of 30,000, is one of the most attractive cities in the country; its natural beauty, local pride, and well-administered government make it a place of residence peculiarly helpful and inspiring to students. It is unusually free from immoral influences. The Charter of the University prohibits the sale of intoxicating beverages within four miles of the seat of the University. It is said to be the healthiest city in the state and one of the healthiest cities in the world. Reasons for this are the cleanliness of the town, the



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clear air, cooled and purified by Lake Michigan, the efficiency of the Department of Public Works, the skill of local physicians and the adequacy of the hospital provisions, including the new Contagious Hospital. With the Drainage Canal and the municipal filtration plant, Evanston has an equipment unsurpassed for the protection of the health of its students.

## *Its Advantages*

Evanston offers to students many advantages for profitable instruction, culture and inspiration outside of the school curriculum, especially in its churches, and through concerts and lectures. During the college year 1914-15, students had the opportunity to hear such distinguished persons as Hamilton Holt, Bishop W. T. Sumner, Mrs. Maud Ballington Booth, Bishops McDowell, Henderson and McConnell, Booker T. Washington, Lyman T. Abbott, Fred B. Smith, Thomas Nicholson, Irving Bacheller and others of national reputation. University societies are continually bringing to the Campus men of reputation to address them. The School of Music has a series of recitals that include talent of the first rank. Under the direction of Dean of the School of Music, Peter C. Lutkin, the North Shore Music Festival has been given annually since 1909 in the University Gymnasium. The local churches attract excellent pastors who are glad to be of service to the school and to its students.

## *The City of Chicago*

Though Chicago is too remote to be visited frequently by students, it is near enough to supplement in a liberal way all the facilities for study enjoyed at Evanston. Especially advantageous are the libraries, the Art Institute, the Field Museum, and the large and varied musical opportunities of the city. As a center of some of the greatest problems of our national life, Chicago is of peculiar interest to students. The administration of the school seeks to bring students into intelligent contact with these problems of the city and of society as well, and to stimulate a desire for well-directed social service. The Travel Club visits the large factories and industries as well as philanthropic institutions such as the Northwestern University Settlement, the Chicago Commons and Hull House.

## *Fisk Hall*

The Academy building, Fisk Hall, the gift of Mr. William Deering, was erected in 1898 for the use of the Academy. It is on the University Campus, less than one hundred feet from the shore of Lake Michigan and faces Sheridan Road, the favorite drive from Chicago along the North Shore. The south front extends one hundred and eighty feet, and the greatest depth is one hundred and thirty feet. It contains sixteen recitation rooms, each accommodating from thirty to forty students, three laboratories, five large rooms for literary societies, an extensive study room in the east wing overlooking the lake, and a chapel with a seating capacity of seven hundred and fifty.

## *University Equipment*

Because it is an integral part of the University, Evanston Academy possesses an equipment equalled by few preparatory schools.

The following libraries are on the campus: the Orrington Lunt Library of the University of over 100,000 bound volumes and 65,000 pamphlets; the library of the Garrett Biblical Institute of about 35,000 bound volumes and 20,000 pamphlets. The Evanston Public Library of over 50,000 volumes is but a few blocks from Fisk Hall. To the above-mentioned library facilities may be added the great libraries of Chicago—the Chicago Public Library, the John Crerar Library and the Newberry Library, offering to students a total of more than a million and a quarter volumes.

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The University Museum in University Hall contains large collections illustrative of anthropology, botany, geology, mineralogy, and zoölogy. In some departments it is peculiarly rich. Its materials are available for the purposes of illustration in Academy classes.

**Gymnasium** Northwestern University gymnasium, completed in 1910, offers facilities for all forms of physical exercise. Provision for athletic sports is afforded by an indoor field. This field has a dirt floor, surrounded by a ten-lap running track 12 feet wide. The dimensions of this field are 215 by 130 feet, without obstructions, for the roof is supported by immense steel arches rising 54 feet at the highest point. Two full-sized baseball diamonds may be laid out within the track. Six tennis courts might be placed in this field. The field is heated in cold weather and insures opportunity for athletic games and indoor track work at any season. A gymnasium with floor space of 7,200 square feet is equipped with all necessary apparatus for class work. On the north side of this large room is a smaller room to be used for boxing, fencing, wrestling, and exercise on special apparatus. On the south side of the second story are the baths and lockers, and a large rest room for women; a stairway leads from this rest room to the pool below. A beautiful swimming tank, 60x25 feet, complete with filter and heating apparatus, provides for aquatic exercise. Shower baths and locker rooms for the men are in the basement. A large club room for men, offices, and coat room occupy the north halls of the first floor. The corridor, 36 feet wide, through the center of the main building, is used as a trophy room and general social room. By the provision of a large kitchen on the second floor and a lift, the large gymnasium room, the small gymnasium room, and the large social room may be connected into banquet halls at pleasure. Academy students have full use of the gymnasium.

**Laboratories** The school is well furnished with laboratory facilities and endeavors from year to year to keep the equipment modern and complete.

Besides its laboratory the department of physics has a lecture-room, shop, dark room, apparatus room, and an office. The physics laboratory is furnished with steam, gas, electricity, water, a seconds clock, and sextuple sets of apparatus. The lecture table is provided with gas and water, with a projectoscope and screen. Direct and alternating dynamo and storage battery currents are supplied from a well equipped switch-board in the lecture room. The shop, used chiefly for the construction and repair of apparatus, is supplied with sets of metal-working and wood-working tools, including a small power-lathe, operated by a two-phase, one-horse-power induction motor. A complete wireless telegraphy outfit has been installed.

Academy students taking chemistry use the laboratory and are under the direction of the Department of Chemistry of the College of Liberal Arts. This laboratory is situated in Fayerweather Hall of Science, and has the large equipment necessary for college instruction.

The biological department occupies three rooms on the ground floor of Fisk Hall,—recitation room, office and laboratory. The last is lighted by windows on three sides, is provided with two center tables supplied with water and gas, and has cases for glassware and apparatus and table accommodations for thirty-two students working at a time. The further equipment consists of compound and simple microscopes, vertical camera, microtome, incubator, hot air and steam sterilizers, glassware and reagents, a collection of insects and an herbarium of the local flora. The recitation room is fur-



FISK HALL

This building is the recitation hall of the Academy. It contains class-rooms, chapel, library and study-room, and literary society rooms—most of the activities of the school under one roof.



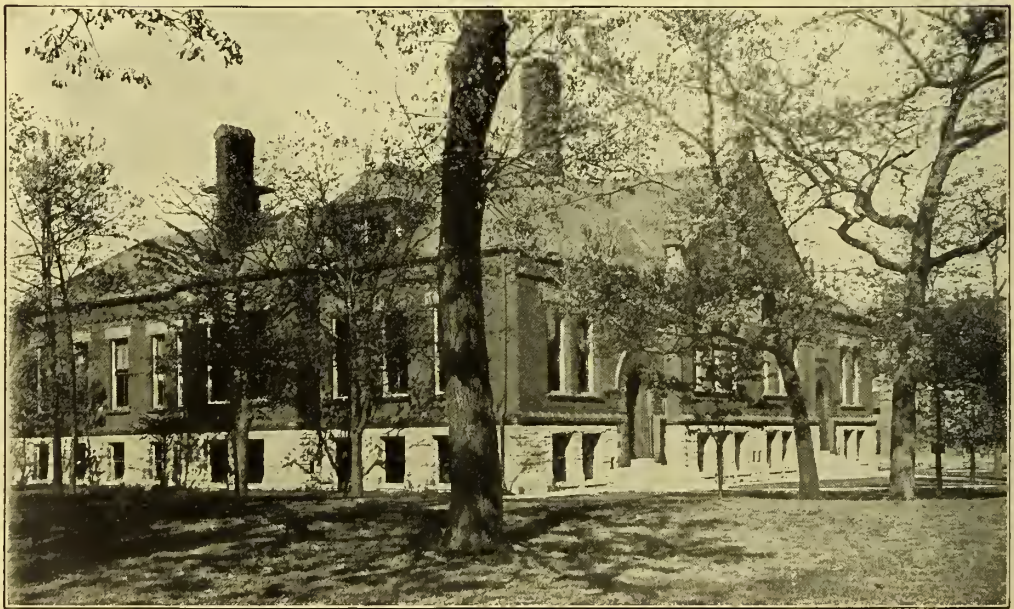
THE CHAPEL ORGAN

This beautiful instrument was presented to the University by the Alumni of the College of Liberal Arts. It is used in the daily chapel services and organ recitals are a frequent source of pleasure to Academy students.





AN ATTRACTIVE CAMPUS SCENE  
Near the lake



FAYERWEATHER HALL OF SCIENCE  
Contains the Laboratories and Class Rooms in Chemistry

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nished with a lantern for the projection of lantern and microscopic slides. A large room in the basement is used for storage and the keeping of live animals. A small greenhouse provides specimens throughout the year.

## *Spirit of School*

But more important than the site or equipment of a school is its general spirit or tone. The prevailing spirit in the Academy is one of earnestness and good-will. A large number of students are working their way either wholly or in part; the class rooms demand concentration of endeavor; the chapel services seek the moral and religious quickening of the life of the students; and the literary societies provide discipline in clear thought and expression.

The school recognizes good will as an important asset. The faculty strives to secure it, knowing that once attained it elevates and strengthens every phase of school life. A mutual feeling of trust, courtesy, and friendship is cherished. As far as possible, students are trusted with the administration of the matters that interest them.

Students are regarded as young men and women of earnest purpose, in attendance upon the school to fit themselves for a useful life. This spirit provides an ideal atmosphere for the pursuance of the school work, and at the same time develops a spirit of self-reliance on the part of the students which gives them a most valuable asset in their life-work.

## General Regulations

### *Admission*

The applicant must be at least *thirteen* years of age, and it is required that he shall have completed the ordinary common school branches. In general it is for the advantage of students to enter in September, but they are admitted at any time thereafter, preferably, however, at the opening of a quarter in December, February or April. Students are urged to enter for the full Academy course immediately after finishing the eighth grade, thus gaining the advantage of consecutive study.

*A student applying for admission to the school will bring with him or send in advance a certified statement of work done in the last school attended, with record of deportment or certificate of honorable dismissal.* This certificate will be accepted in lieu of entrance examinations, but must be presented before registration is completed. A student who cannot present such credentials may file a letter of recommendation from his pastor or other responsible person. Dental work and equipment of clothing should be fully attended to before entering.

*The admission of a student implies on the part of himself and his parents an agreement to abide by all the rules and regulations herein set forth, and any others that may be adopted by the school from time to time.*

### *Advanced Standing*

A student applying for advanced standing, i. e., entering after the first year of the Academy course, should present at the Principal's office full and detailed records of work pursued in other schools of high school or academic grade, together with statement of satisfactory deportment in the school last attended. *Blanks for this purpose are provided by the Academy office and their use is preferred.*

Credit is given on the Academy records for work done in other schools after the successful completion of one semester's work, "successful" being interpreted to imply



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at least passing grades in the line of work in which credit is sought. Any teacher may require an examination in a subject in which credit is sought, in order to satisfy himself of the student's knowledge in the subject. All students seeking advanced credit in English must present from their former schools a detailed statement of work done. Advanced standing in English and units of credit accorded for work done elsewhere can be determined upon only after personal conference with the instructors in English. *A special blank is provided for record of English work done elsewhere.* Students desiring credit in laboratory science, such as botany, zoölogy or physics, should bring with them their note-books containing the original record of work in the laboratory. Whenever possible the note-book should have the certification of the instructor under whom the work was done.

The Academy requires that a student to be a candidate for graduation shall have been in attendance at the school long enough to have secured credit in at least three units of work. For definition of unit, see page 19.

**Registration** The applicant is assisted by the Principal or other members of the faculty in the selection of studies and the adjustment of registration. No student is admitted to classes until his registration is approved at the office. A student is ordinarily expected to take at least twenty periods of recitation work in the week. Two periods in the laboratory are estimated as equivalent to one period in recitation. A student whose health is not vigorous or who must spend much time in labor for self-support should not take full registration. Changes of registration during the school year may be made only after consultation with the Principal. Permission to register for more than four units of credit is not granted unless there is special reason to believe that the student can carry the whole work creditably. Applications for such permission should be made in writing to the Chairman of the Committee on Registration on or before the first day of the quarter.

**Reports** Quarterly reports of class work are made by the faculty to the Principal and by him to the homes of the students. When requested by the parents or deemed advisable by the Principal more frequent reports will be rendered. The report cards should be promptly signed by the parent or guardian and returned, preferably by mail, to the Academy office.

**Examinations** Class tests are held at various times during each quarter, as well as at its close, but they are not allowed to overshadow the importance of regularly well prepared daily work. Final examinations in all subjects are given at the end of each quarter.

**Absences** When a student's absences during any quarter, in any study, amount to one-sixth of the total requirement of class hours in that study, his registration in that subject will be cancelled and the privilege of examination denied unless the cancelled registration be restored by vote of the faculty. When the absences amount to one-eighth, his quarterly grade will be marked incomplete, until a special examination upon the work missed is taken at the date set for special examinations. When the absences amount to one-eighth, his quarterly grade will be marked



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incomplete, until a special examination upon the work missed is taken at the date set for special examinations. In the case of unavoidable absences due consideration will be given.

## *Records*

In the Academy records A signifies excellent; B, very good; C, fair; D, unsatisfactory, but passing (\*see below); F, failing; R, repeat in class. Upon the recommendation of the instructor an F record may be raised by a later successful examination, or by prescribed supplementary work, or by both the examination and the supplementary work. A failure in, or neglect of the prescribed examination or supplementary work, requires a repetition of the work in class. Second examinations are offered only on the days announced in the Calendar (see page 2).

[\*A student is not permitted to use for graduation those records of grade D that are in excess of one-fourth of the total number of records credited to him. The Academy does not certify to those grades which do not count towards graduation.]

## *Courses Offered*

In the first semester classes are formed in English of the first, second, third and fourth years; elementary algebra, geometry, plane and solid; civics, economics, history of Rome, of Europe, of England and the United States; Latin of the first, second, third and fourth years; Greek of the first and second years; French of the first, second and third years; German of the first, second and third years; Spanish of the first year; physics, chemistry, botany, zoölogy, general science and mechanical drawing.

In the second semester new classes are formed in first-year Latin, first-year English, elementary algebra, advanced algebra, trigonometry, civics, economics, history of Rome, history of Greece, and general science.

The classes beginning in September are often adapted to the needs of those who register at the opening of the second, third or fourth quarter. Indeed, a student may enter the school at any time and expect to find class work to accommodate his wants, but all who can do so are urged to enter in September.

## Officers of Administration

HERBERT F. FISK, PRINCIPAL EMERITUS

B.A., M.A., Wesleyan; D.D., LL.D. Phi Beta Kappa, Cum Laude. Thirty-one years Principal of the Academy. Professor of Education, Northwestern University.

EDWARD W. MARCELLUS, PRINCIPAL

Graduate, Nebraska State Normal. B.A. Northwestern University. Graduate Work, University of Nebraska and Columbia University.

MICHELE A. VACCARIELLO—Secretary of the Faculty

HELEN CHURCH—Secretary to the Principal and Office Secretary

Office Telephone, Evanston 1900.

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## Departments and Instructors

### Biology

LEWIS HART WELD—Instructor in Biology. B.A. University of Rochester; M.A. University of Michigan. Graduate student at Cornell University. Phi Beta Kappa. Member of American Association for Advancement of Science and of Entomological Society of America.

*General Science. Either Semester.* Daily at 8:10. Intended for first or second-year students who have had no previous work in science. Required of those who wish to elect botany later unless they have had a course in physiography elsewhere. Hessler's *First Year of Science* is used as a text. The course will include practice in the use of the metric system, experiments and written exercises. If trips to industrial plants are included they will come in the afternoon.

*Botany.* Double periods daily. The work consists of recitations, informal talks, detailed examination of material in the laboratory, the making of notes and drawings, reference reading, and the preparation of short papers. Whenever possible living material is used and a number of things for class use are grown in a small greenhouse. A knowledge of the life processes of plants is arrived at by means of experiment; about thirty experiments are performed each semester. In some cases these are individual experiments. In most cases one experiment is set up for the whole class and each student writes it up to hand in. This furnishes training in observation and also in clear statement and logical thinking. Field work seeks to furnish experience with plants out-of-doors which may be utilized later. The more experience with plants a student brings to the course the better, and one aim of the course is to point out the many practical applications of botany to every-day life.

The first semester deals with seeds and seedlings, chemical contents of seeds, testing of foods, structure and functions of roots, soils, winter twigs, buds, types of stems, and microscopic structure of two simple stems.

The second semester deals in the laboratory with the structure and function of leaves, photosynthesis, and transpiration, and in class with landscape gardening, forestry, chemical composition of plants and metabolism. During the last quarter a rapid survey of the three groups of lower plants is attempted, studying representative species of bacteria, diatoms, all the groups of algae, and many fungi, especially those of economic importance. The life histories of liverwort, moss, and fern, if time permits, introduce the idea of alternation of generations and the course concludes by tracing this idea on up into the flowering plants.

The course may be entered at the beginning of the second semester if a student has had a half-year course elsewhere.

*Zoölogy.* Double periods daily. There are more field and museum trips than in Botany and these require the whole afternoon. No text book is required, but Linville and Kelly's *Text-Book in General Zoölogy* will be found useful, or Kellogg and Doane's *Economic Zoölogy and Entomology*. A large amount of reference reading is required, the reference books being found in the laboratory or nearby libraries. Indeed one of the aims of the course is to learn how to use a library. Laboratory work furnishes a basis on which to build a further knowledge of physiology, life history, habits, and the economic importance of the subject. Attention is called to the larger questions which

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naturally arise in such a study, such as the conservation of wild life, mosquito and fly campaigns, legislation regarding propagation of game, evolution, heredity, and eugenics. Proximity to Chicago makes it possible to keep in touch with the practical side of the industries centering around the domesticated animals and no finer bred animals can be found anywhere than are shown annually at the Dairy and International Stock Shows.

The course begins with the study of insects in the fall. After Thanksgiving the other arthropods are taken up. In the winter the vertebrates are studied and in the last quarter the numerous invertebrate groups, but these are not studied in great detail as they consist of forms that are mostly marine and not so familiar to inland students.

This course is elective and is given only in alternate years and is open only to third and fourth year students who have had a previous year of science.

**Chemistry** Academy students taking Chemistry are in College classes and receive instruction from members of the College faculty.

A course in General Chemistry is offered in the fourth year of the Academy course, but is limited to those students who *require* this subject as a preparation for college or engineering school. At least five hours each week are spent in the laboratory. Other hours are reserved for lectures. The equipment of the laboratory is thoroughly adequate. See page 6.

## English

ANDREW THOMAS WEAVER—Instructor in English and Public Speaking. Phi Alpha Tau, Delta Sigma Rho. B.A. Carroll College; M.A. University of Wisconsin. Master of Public Speaking, Tome School. Instructor in Argumentation and Debate, Dartmouth College.

CLARA GRANT—Instructor in English. Phi Beta Kappa. Ph.B. Northwestern University. Student at Oxford, England.

ELIZABETH STANWOOD—Instructor in English. B.A. Vassar College. M.A. Northwestern University.

The English courses comprise four full years of class work five periods a week. Each candidate for the Academy diploma must take these courses. Concerning acceptance of credits in English from other schools, see Page 8.

Course (a)—I. *Literature*:

(1) For intensive study: Gayley's *Classic Myths*, Palmer's Translation of *The Odyssey*, Dickens' *A Christmas Carol* and *A Tale of Two Cities*, Shakespeare's *A Midsummer Night's Dream*.

(2) For supplementary reading: One book chosen from the following: Dickens (any), Stevenson (any), *Ben Hur*, *Lorna Doone*.

II. *Rhetoric and Composition*: Rhetoric, one period per week; Themes, one per week.

Course (b)—I. *Literature*:

(1) For intensive study: Scott's *The Lady of the Lake* and *Quentin Durward*, Hawthorne's *The House of Seven Gables*, Shakespeare's *Henry the Fifth*, and *The Merchant of Venice*.

(2) For supplementary reading: One of Scott's Novels, oral report given; another standard novel read and review written; Long's *American Poems* read and discussed in class.

II. *Themes*, one per week.



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## Course (c)—I. Literature:

(1) For intensive study: George Eliot's *Silas Marner*, Shakespeare's *Julius Caesar*, *The Sir Roger De Coverley Papers*, Dryden's *MacFlecknoe*, Pope's *The Rape of the Lock*, Coleridge's *The Rime of the Ancient Mariner*, Tennyson's *Gareth and Lynette*, *Launcelot and Elaine*, and *The Passing of Arthur*.

(2) For general reading with class discussion: Selections from the following: Shakespeare's *As You Like It*, Macaulay's *Life of Johnson*, Gray's *Elegy*, Goldsmith's *The Deserted Village*, Irving's *Life of Goldsmith*, George Eliot's *Adam Bede* and *The Mill on the Floss*, Gaskell's *Cranford*, Thackeray's *Henry Esmond*, Lowell's *Vision of Sir Launfal*.

II. *History of English Literature*: Pancoast and Shelly, *First Book on English Literature*.

III. *Rhetoric and Composition*. Throughout the year.

## Course (d)—I. Literature:

(1) Shakespeare's *Macbeth* and *Twelfth Night*, Macaulay's *Essay on Milton*, Milton's *Shorter Poems*, Webster's *First Bunker Hill Oration*, Washington's *Farewell Address*, Lincoln's *Speeches and Letters*, Selections from Wordsworth, Coleridge, Shelley, Keats and others, Short Stories, Sheridan's *The Rivals*, Browning's *Poems*.

II. *Rhetoric and Composition*:

(1) Rhetoric once per week during the first three quarters of the year.

(2) Themes once per week throughout the first two quarters, twice per week through the latter two quarters.

III. *Declamation*. Once per week in first two quarters.

IV. *History of Literature*. From Shakespeare to Tennyson.

## French

MICHELE A. VACCARIELLO—Instructor in French (and Spanish). B.A. Western Reserve University. Graduate Student, University of Chicago. Student, Lycée Descartes, Tours, France. Instructor in schools of Cleveland. Instructor in modern languages in St. Alban's School.

Course (a)—Grammar: Aldrich & Foster. Reading: Talbot's *La Français et Sa Patrie*, *La Grammaire* by Labiche, or *L'Été de la Saint-Martin*, by Meilhac and Halévy, *L'Abbé Constantin*, by Halévy. Verb drill: Decourbey's *Verb-Blank*. Recitation and conversation. Five hours a week.

Course (b)—Grammar: Work based on "Aldrich & Foster." Composition: "Koren's French Composition." Reading: *Colomba*, by Mérimée; *La Poudre aux Yeux*, by Labiche and Martin; *Le Bourgeois Gentilhomme*, by Molière; *Le Gendre de M. Poirier*, by Augier; *Neuf Contes Choisis*, by Daudet; *Le Roi des Montagnes*, by About; *Le Question d'Argent*, by Dumas, fils. Verb drill. Recitation and conversation. Five hours a week.

Course (c)—Composition: Koren's *French Composition*. Reading: *Le Petit Chose*, by Daudet; *Eugénie Grandet*, by Balzac; *Pêcheurs d'Islande*, by Loti; *Her-nani*, by Victor Hugo; *Le Monde ou l'on s'ennuie*, by Pailleron; *Cyrano de Bergerac*, by Rostand.

Conversation based on *French Daily Life*. French themes on books read. Recitation. Five hours a week.

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## German

EDWARD T. ASLING—Instructor in German. B.A. Central Wesleyan College; M.A. Northwestern University. Assistant in German, Northwestern University. Instructor in Latin and German, Enterprise (Kan.) Normal Academy. Graduate student University of Kansas.

German (a)—Fraser and Van der Smissen's *Grammar* (40 lessons complete). Reading of selection such as Guerber's *Märchen und Erzählungen*, Vol. 16. Holgarth's *Gruss aus Deutschland*, and Storm's *Immensee*. Five hours a week.

German (b)—Fraser and Van der Smissen's *Grammar* completed; Pope's *Writing and Speaking German*. Reading selections as follows: Storm's *In St. Jürgen* or *Im Sonnenschein*; Wildenbruch's *Das Edle Blut* or *Der Letzte*; Auerbach's *Brigitta*; Moser's *Der Bibliothekar*. Five hours a week.

(c) Pope's *Writing and Speaking German* (completed). Sight reading from *Aus Nah und Fern* (as the numbers appear). Reading of *Im Vaterland* as a basis for conversation; Heine's *Harzreise* and Schiller's *Wilhelm Tell*. Five hours a week.

## Greek

Academy students taking Greek are in College classes and receive instruction from members of the College Faculty.

The course in Greek is the two-year course required for admission to most colleges and is unusually thorough. The work is arranged as follows: First year, White's *First Greek Book*, and *Anabasis*, book I; second year, *Anabasis*, books II, III, IV. About eighty lessons are given to Greek composition. Careful drill in inflection and syntax are given in connection with the work of each year. Three units of credit for the two years' work. Open to third and fourth year students.

## History, Civics and Economics

HARRY THOMAS NIGHTINGALE—Ph.B. University of Michigan; M.A. University of Illinois. Student at Universities of Jena, Leipzig, and Oxford. Instructor in Chicago High Schools and University of Illinois Academy. Member of Illinois State Board of Equalization.

MARGARET PRICE—Instructor in History. B.A., M.A. Northwestern University.

The department requires frequent written exercises and reports of a character intended to develop precision and judgment and facility in using books. Geography is emphasized in the history courses, and outline and sketch maps are used. Selections from the sources are used constantly, as well as illustrative matter. The aim of the History courses is to develop good citizens and good Americans.

(a) Ancient European History with preliminary study of oriental history. Emphasis is laid on the more recently discovered importance of Oriental and Egyptian history as the background of Greece and Rome. The course is carried into Medieval History to help show the intimate connection and difference between ancient and modern Europe. Readings, reports, and papers accompany text book study. The Academy is especially fortunate in having the use of the great Palestine Museum located in Garrett Biblical Institute. For first and second year students. Five hours a week.

(b) Modern European History. The purpose of this course is to enable the student to understand the more immediate causes of present-day conditions. We emphasize past conditions and past institutions worth knowing about rather than the old fashioned historical manual method of short accounts of past events. Recent events in Europe, the mother of modern civilization, should arouse a desire for a more profound and intelligent understanding of those international relations, in which the United States must perform an increasingly important part. Text book, Robinson

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and Beard, *Outlines of European History*, Part II. Open to third and fourth year students who have had History (a). Five hours a week. (Not given, 1916-17.)

(c) English History. The amalgamation of different European peoples in England; relations with Scotch, Irish, and Welsh; the development of local and national representative government; foreign commerce of the United Kingdom; Colonial Expansion into World Empire, and intimate connection with American commercial and political institutions. Text book, Cheyney's *Short History of England*; source material, Cheyney's *Readings in English History*. Open to second and third year students. Five hours a week.

(d) American History. The History of the United States. The course presupposes a knowledge of elementary facts of the subject, such as is secured in a thorough course in the grade or grammar schools. Collateral reading is required, both in the sources and in secondary works. Reports on the reading and papers on assigned subjects must be submitted. Emphasis is laid upon the forces of civilization pressing westward, and the industrial, economic, and social development especially since the Civil War, as well as the political changes tending toward a completer realization of popular rule. Text books, Muzzey's *American History*; James' *Introductory Readings*. Open to third and fourth year students only. Five hours a week.

(e) Civics. *Each Semester*. A study of government, municipal, state, and national. The origin of government; the structure or machinery of government; the functions or activities of government. With special emphasis on the latter phase of the subject, the class will study "Applied Civics," in its relation to some of the present-day social and economic, as well as political, problems. Collateral reading required. Readings, Kaye's *Readings in Civil Government*. Text book, Beard's *American Citizenship*. Open to second, third, and fourth year students. Five hours a week.

(f) Elementary Economics. *Each Semester*. The aim of this course is to give the student a broad outlook upon our industrial and commercial system. Some attention is given to economic theories and principles, but the emphasis is placed upon present problems, not with a view of finding solutions at once—that can be done only after more advanced study—but with the intention of obtaining an understanding of the nature of and reasons for the present industrial controversies and conflicts. Text-book: Burch and Nearing, *Elements of Economics*. Open to third and fourth year students. Five hours a week.

## Latin

ADA TOWNSEND—Instructor in Latin. B.A., M.A. Northwestern University. Phi Beta Kappa. Fellow in Latin Northwestern University. Student in American Classical School, Rome. Author of Prose Composition based on Ritchie's *Fabulae Faciles*; and First Year Latin by Correspondence.

S. INEZ TRAXLER—Instructor in Latin. B.A. Northwestern University.

A course of four years in Latin is provided as follows:

(a) *First Semester*—D'Ooge's *Latin for Beginners*, forty-five lessons. Drill in pronunciation and forms with daily written exercises in Latin. Five hours a week.

*Second Semester*—D'Ooge's *Latin for Beginners*, finished, including thirty pages of connected Latin reading. Continued drill in pronunciation and forms, daily written exercises. Five hours a week.

(aa) Same as first semester of (a) but given in the second semester; intended for students entering in February. Five hours a week.





NORTHWESTERN UNIVERSITY GYMNASIUM



UNIVERSITY ATHLETIC FIELD  
Used for Academy games.



THE INDOOR FIELD OF THE GYMNASIUM  
Used by the Academy Track and Baseball Teams for Winter and Spring training



BASKETBALL SQUAD, 1915-16

Games won, 18; lost, 2. Local Champions. Inter-Academic and Western Academic Champions.



BASEBALL TEAM, 1914-15

Record for 1915-16 Games won, 11; lost, 3; tied, 1. Local Champions. Tied for Inter-Academic Championship.





SWIMMING SQUAD, 1915-16

Undefeated in dual meets. Winners of New Trier and Northwestern University Interscholastics. Interscholastic Champions of the West.



1916 TRACK TEAM

Winners of Lake Forest and University of Illinois Interscholastics. Tied for first place in Northwestern University Interscholastic.





#### THE SWIMMING POOL

The use of the pool and the services of the University Swimming Instructor are available for all Academy students.



DEBATE SQUAD, 1915-16  
Inter-Academic Champions

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(ab) Same as second semester of (a) but given in the first semester; intended for students who have completed (aa), or who have not sufficient preparation to enter (b). Five hours a week.

(bb) *Second Semester*—Gunnison and Harley's *Caesar*; selections from Caesar's *Civil War* and *Nepos' Lives*. Daily exercises in Latin composition and drill in forms. Five hours a week.

(b) Gunnison and Harley's *Caesar* (text, grammar, and composition); four books with practice in sight reading and review of forms. Daily exercises in Latin composition, oral and written, systematic study of word formation. Five hours a week.

(c) Johnston and Kingery's *Cicero*; six orations, including the *Manilian Law* with practice in sight reading, derivation, and word-formation. Scott and Van Tuyl's *Latin Composition*; daily exercises, oral and written. Allen and Greenough's *Grammar*. Five hours a week.

(d) Fairclough-Brown's *Vergil*, six books of the *Aeneid*, with practice in sight reading, derivation, word formation and review of forms. Allen and Greenough's *Grammar*. Five hours a week. D'Ooge's *Latin Composition, Exercises for Senior Review*, weekly.

In Latin composition throughout the entire course, each pupil is required to correct his own written exercise, which is returned to him by the instructor with errors indicated.

Students who desire to enter advanced classes in Latin, but who are found to have insufficient knowledge of the elementary principles of forms and syntax or to lack facility in composition, will be required to review their work. *Those who enter (c) or (d) without Latin composition will be required to make good the deficiency by regular class work under a teacher.* It is advisable that all students study Latin at least two years and if possible four years.

## Mathematics

LLOYD CLINTON HOLSINGER—Instructor in Mathematics (and Athletics). B.A. University of Michigan. M.A. Northwestern University. Sigma Xi, Cum Laude. Instructor in Mathematics in Bradley Polytechnic Institute. Graduate Student, University of Chicago. Baseball Coach, Northwestern University.

ALVIN PERCY BRADLEY—Instructor in Mathematics (Athletics and Mechanical Drawing). B.S. Northwestern University.

GEORGE L. SCHNABLE—Instructor in Mathematics (and Physics). B.S., M.S., Northwestern University. Phi Beta Kappa, Sigma Xi.

The courses offered in mathematics are as follows:

(a) *First Year Algebra*—Five hours a week throughout the year. The course includes Algebra through quadratics. Hawkes, Luby, and Touton, *First Course in Algebra*.

(b) *Plane Geometry*—Five hours a week throughout the year. Course (a) is required for admission to Plane Geometry. Wentworth and Smith, *Plane Geometry*.

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(c) *Higher Algebra*—Five hours a week. *Each semester.* Includes a review of Course (a), simultaneous quadratics, ratio and proportion, progressions, theory of quadratics, binomial theorem and logarithms. Course (a) is required for admission to Course (c). Hawkes, Luby and Touton, *Second Course in Algebra*. Half unit of credit.

(d) *Solid Geometry*—Five hours a week. *First semester.* Courses (a) and (b) are required for admission to Solid Geometry. Wentworth and Smith, *Solid Geometry*. Half unit of credit.

(e) *Plane Trigonometry*—A five-hour course. *Second semester.* Prerequisites, Courses (a), (b), (c). Wentworth and Smith, *Plane Trigonometry*. Half unit of credit.

## Mechanical Drawing

ALVIN PERCY BRADLEY—Instructor in Mechanical Drawing (and Manual Training). B.S. Northwestern University. Phi Beta Kappa, Alpha Delta Tau. Graduate work in civil engineering. Practical experience as draughtsman, and civil engineer.

(a) Free-hand lettering, geometric construction, orthographic projection, elementary working drawings, sections of solids, and the development of their surfaces. Twenty-two drawing plates and eight lettering charts required during the year. Text, Sloan's *Mechanical Drawing for High Schools*, Book I. Four hours a week.

(b) *First Semester*—Intersections of Solids and Isometric Projection. *Second Semester*—Advanced working drawings, structural drafting or machine drawing, tracing, and blue prints. Eighteen original drawings and two lettering charts required. Text, Sloan's *Mechanical Drawing for High Schools*, Book II. Mechanical Drawing (a) prerequisite. Four hours a week.

In both years the text is supplemented by blue print drawings and direction sheets.

To the ordinary student the work is of benefit in the cultivation of habits of neatness and accuracy, and in the expression of ideas graphically. It is especially valuable in developing his conception of the relations of objects in space. For the student who expects to take courses in engineering, mechanical drawing will provide an excellent foundation for later work of a similar character in advanced technical schools.

## Physics

GEORGE L. SCHNABLE—Instructor in Physics (and Mathematics). B.S., M.S., Northwestern University. Phi Beta Kappa, Sigma Xi. Science teacher in Pratt Co. (Kansas) High School. Instructor in Physics, Northwestern University.

The work in physics is open to third and fourth year students. Those who enter upon it should have a working knowledge of the elements of algebra and plane geometry. The course includes a study of plane motion, and of the elements of dynamics. Especial attention is given to wave motion as a basis for the study of sound, heat, electricity, and light, which are taken up in the order given. Students are expected to perform about sixty experiments, mostly quantitative, which are carefully reported in a note-book to be submitted to the instructor for criticism. The plotting of curves to show the relation between the physical quantities involved is made a prominent feature of laboratory work. The study of electricity occupies one-third the time of the entire course, and is practical in every detail. Three hours a week are given to



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recitations and two two-hour periods to laboratory work. [See page six for equipment.] A complete wireless outfit has been installed and a Wireless Club stimulates the interest of the students. Millikan and Gale, *First Course in Physics* (revised edition).

## Spanish

MICHELE A. VACCARIELLO—Instructor in Spanish (and French).  
B.A. Western Reserve University. Graduate Student, University  
of Chicago. Student, Lycée Descartes, Tours, France.

Course (a)—Grammar: *A Spanish Grammar*, by DeVitis. Reading: *Cuentos Alegres*, by Taboada; *Zaragüta*, by Carrión y Aza; *Lo Positivo*, by Tomayo.

Verb Drill. Conversation and recitation. Five hours a week. Open to third and fourth year students.

## Accounting Subjects

The course in bookkeeping covers the entire year, five hours a week. Actual business forms will be used in all of the work, so that the student may become familiar with drafts, notes, bills of sale, or mail orders. The work includes, besides the ordinary single and double entry exercises, accounts of wholesale grocery, commission and shipping, wholesale dry goods, and corporations. This work is put on as thorough a basis of instruction as the regular literary and scientific courses.

## Music

Classes for instruction in the rudiments of music and in vocal sight reading are held in Music Hall. The classes meet for hour periods. Academy students have the privilege of attending the numerous faculty and student recitals at the School of Music free of charge. Further opportunity for advancement in music is offered by the Evanston Musical Club, and the great Chicago North-Shore Music Festival. A fair voice and a rudimentary knowledge of music are the requirements for admission, and a small fee is charged. To those desirous of paying more particular attention to the study of music, the School of Music provides extensive courses in voice, piano, organ and orchestral instruments, as well as in harmony, musical history, counterpoint, composition, etc. For full details see Catalog of the School of Music.

Students interested in orchestral music may become members of the Symphony Orchestra of the School of Music; those interested in band music may join the University Band. Opportunities for glee club and choral work are also provided.

## The Musical Literary Course

A course of literature and music, to be distinguished by an appropriate diploma, may be arranged in which music takes the place of four units of the usual requirements, except English. (See pages 11 and 12.) Music (preferably piano) to be accepted for such credit must be pursued continuously and satisfactorily for four years, requiring two lessons a week and not less than two hours a day of study and practice. Students in this course pay the Academy tuition of \$110.00 per annum. They pay also for their music tuition according to the "Special Student Fees" charged in the Music School, minus a rebate of \$30.00 per annum. Students who pursue this course need to take at least one year more of work in the Academy to fulfill all the requirements for entrance to college, as music is not accepted in the usual program for college preparation.

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## Courses of Study

### Recommended for the General College Preparatory Course

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Mathematics (a) 3 Latin (a) 4 Ancient History and General Science	1 English (b) 2 Mathematics (b) 3 Latin (b) 4 Ancient History or Second Language or Botany	1 English (c) 2 Latin (c) or French, German or Greek (a) <i>Two of the following:</i> History, Zoölogy, Physics, Second Foreign Language	1 English (d) 2 Mathematics (c) and ½ unit elective 3 Latin (d) or Greek, French or German (b) <i>One of the following:</i> History, Zoölogy, Physics, Second Language

### Recommended in Preparation for the Study of Medicine, Pharmacy or Dentistry

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Latin (a) 3 General Science and Ancient His- tory 4 Mathematics (a)	1 English (b) 2 Latin (b) 3 Botany 4 Mathematics (b)	1 English (c) 2 German (a) 3 Physics 4 Latin (c) or an elective	1 English (d) 2 German (b) 3 Chemistry 4 Mathematics (c) and ½ unit elective

### Recommended in Preparation for the Study of Law

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Latin (a) 3 Ancient History 4 Mathematics (a)	1 English (b) 2 Latin (b) 3 Mathematics (b) 4 Ancient History or Second Language or Science or Second History	1 English (c) 2 German or French (a) 3 European History 4 An elective	1 English (d) 2 German or French (b) 3 U. S. or English History or Civics 4 Mathematics (c) and ½ unit elective

### Recommended in Preparation for the Study of Engineering

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Latin (a) or French (a) 3 Mathematics (a) 4 Ancient History	1 English (b) 2 French (a) or (b) 3 German (a) 4 Mathematics (b)	1 English (c) 2 German (b) 3 French (b) or (c) 4 Mathematics (c) and (d)	1 English (d) 2 German (c) 3 Physics 4 Mathematics (e) and College Al- gebra

### Musical Literary Course

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1 English (a) 2 Mathematics (a) 3 Ancient History and General Science 4 Music	1 English (b) 2 Mathematics (b) 3 French (a) or German (a) 4 Music	1 English (c) 2 French (b) or German (b) 3 History or Second Language 4 Music	1 English (d) 2 Botany 3 Music 4 One of the follow- ing: History or Second Language

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Students completing the course of study in the Academy are admitted on certificate to the College of Liberal Arts, the College of Engineering, the Law School, the School of Pharmacy, the Dental School, the School of Music, and the School of Oratory of Northwestern University. Certificates of the Academy are accepted, as well, at any of the colleges in any part of the country which admit on certificate. The principal and a special committee of the Academy faculty give attention to the registration of students intending to enter College or a technical school, so that preparation may be made to the best advantage.

The School is a member of the North Central Association of Colleges and Secondary Schools which adjusts the standards of work in the institutions of the Middle West, and also of the North Central Academic Association, a growing and efficient organization of the leading preparatory schools of the Middle West.

Sixteen units of work are required for graduation with diploma. A *unit* is equivalent to a year's work in any one subject with recitations four or five times a week. A student having a condition of not more than two units and ranking above the lowest one-fourth of his class, receives a *certificate of credits* and is entitled to register in the College of Liberal Arts of Northwestern University.

## Requirements for Graduation

### Diploma Course

(16 Units)

- (1) All units, equivalent to eight and one-half, included in Group A.
- (2) Four units from Group B. (Four units of one language, or three of one and one of another, or two of one and two of another.)
- (3) Three and one-half additional units from Group B or C.

### College Admission Course

(14 to 15½ Units)

- (1) Five units from Group A. (English (a), (b) and (c); Mathematics (a) and (b).)
- (2) Two units from Group B (two units of one language.)
- (3) Seven or more additional units from Groups A, B and C.

GROUP A	GROUP B	GROUP C
1-4. English (a), (b), (c), (d) Four Units.	10. Greek (a) 11. Greek (b) 12. Latin (a) 13. Latin (b) 14. Latin (c) 15. Latin (d) 16. French (a) 17. French (b) 18. French (c) 19. German (a) 20. German (b) 21. German (c) 22. Spanish (a)	23-4. Mathematics (d), (e) 25. Physics 26. Botany 27. Zoology 28. Chemistry 29. Modern European History 30. English History 31. American History 32. Civil Government 33. Political Economy 34. Bookkeeping 35. Mechanical Drawing 36. General Science
5-7. Mathematics (a), (b), (c) Two and one-half Units.		
8. History. One Unit.		
9. Laboratory Science. One Unit.		



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## General Statements

### *Moral Influences*

The Academy, fostering the moral and religious life of its students, encourages association in various endeavors for the social well-being of the student community. The Christian associations cultivate social relations, and provide religious services that continue at school the activities pursued by many of the students at their homes. Courses in Bible study are open to all. Attendance of all students is required at daily chapel exercises. These are planned for worship and inspiration. Addresses are frequently given by speakers of distinguished ability, reputation, and prominence. The student on entering the Academy registers the church he chooses habitually to attend. Many denominations are represented in the student body.

The church organ in Fisk Hall chapel, presented to the University by the Alumni of the College of Liberal Arts, was finished in May, 1909, at a cost of \$8,000. It was built by Casavant Brothers, of St. Hyacinthe, Quebec. It is a beautiful and most serviceable instrument, and is used daily in the chapel exercise. At intervals an organ recital is substituted for the regular chapel service.

### *Literary Societies*

Five literary societies have been formed in the Academy—three for men, the Philomathia, Euphronia, and the Zetaethea; and two for the young women, the Illinae and Pieria. The meetings of these societies are controlled by the students, under the general supervision of the principal and faculty, and are conducted with dignity and profit. Special rooms have been set aside in the building for the use of these societies, and have been attractively furnished and decorated. The meetings of the societies are held weekly and give the members discipline in thought, debate, public address, parliamentary law, and the conduct of business.

### *Forensic Activities*

It is doubtful whether those interested in Evanston Academy know the remarkable success of the institution in forensic contests. Since 1910, teams representing Evanston Academy have won eleven of thirteen debates, and have never lost by unanimous decision of the judges. In six years, Evanston Academy has met and defeated Lake Forest Academy three times, the Academy of Northwestern College three times, Wayland Academy, Grand Prairie Seminary, Illinois Preparatory School, and Morgan Park Academy each once. During this time Evanston Academy has lost two debates to the Academy of Northwestern College.

In the Inter-State Oratorical League the success of the Academy has been equally good. The league includes Elgin Academy, Grand Prairie Seminary, The Academy of Northwestern College, Culver Military Academy, Wayland Academy, Lake Forest Academy, and Evanston Academy. In the annual contests of this League Evanston Academy has won four of the last six contests.

The excellence of the forensic work in Evanston Academy is ascribed very largely to the training obtained in the literary societies. These organizations are the source of much of the power manifested in the interscholastic platform battles.

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A local prize oratorical contest is held at the Academy in March, and the winner of the first prize is appointed to represent the school at the Interacademic contest. The declamation contest is held in May.

It is required of all students who represent the school in any public contest that their general scholarship be of satisfactory grade. Information regarding the regulations governing interacademic debating and oratory, and regarding the local contests in oratory and declamation may be obtained at the principal's office.

## Prizes

During the past year prizes have been offered as follows:

*The Declamatory Prize*—An interested alumnus of the Academy (class of '79) has provided prizes of twenty-five dollars, ten dollars and five dollars to the three students receiving first, second and third places, respectively, in the annual declamation contest.

*The Oratorical Prize*—Mr. James A. Patten has given three prizes of twenty-five dollars, ten dollars and five dollars to those students who in the annual oratorical contest of the literary societies of the school secure first, second and third places, respectively.

## School Periodicals

The students of the Academy publish *The Bear*, an illustrated annual, a creditable reflection of the life of the school, and *The Academian*, a carefully edited weekly paper. All students are eligible to competition for positions on the staffs of these publications.

## Gymnasium and Athletics

Athletic work and gymnasium practice are encouraged and fostered by the Academy. It is recognized that healthful physical exercise is necessary for boys of academic age, and the aim in athletics is not to have small teams highly developed, but rather to encourage the love of play in the individual and to have a large percentage of students take part in the physical activities of the school.

It is felt that the training a young man receives in athletics, if of the proper sort, teaches him to subordinate his individuality to that of the community of the school and develops traits of character that will be of value to the state in later life.

Students are subjected to physical examination, and careful records of development, weaknesses, strength, and the condition of heart and lungs, are made. From these data special exercises for corrective purposes can be prescribed, according to the needs of the individual.

It is the aim of the school to encourage manly sport, to maintain it at low expense, to inspire in the students who participate in it noble ideals of conduct, and to direct the sport into the most salutary channels. With this end in view teams have been organized in football, track, baseball, cross-country running, indoor ball, swimming, tennis, golf and basketball and contests are annually scheduled with the best preparatory and high school teams of the vicinity. Students have access to the Northwestern Field, an athletic ground not excelled in the Middle West for its size and its appointments, and to the Northwestern University Gymnasium with its splendid gymnasium floor, swimming pool and indoor field.

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All athletics are under the direct supervision of the Academy faculty, and the Academy Athletic Association, composed of students and faculty. No student may take part in any interacademic athletic contest without the written approval of the principal of the Academy. No student who is delinquent in his studies may participate in any interacademic or interscholastic contest.

*Recent Athletic Victories* The records of all Academy teams for the last six years show that the standard of athletics has been very high, not in one or two sports alone, but in every branch of athletic work.

The basketball teams during this period have won 120 games and lost 17. They have held the Inter-Academic Championship during this time and in 1915 won both the Western and the National Academic Championship. These titles were retained in 1916.

In baseball the same standards have been maintained. Competing in 116 contests the teams were victorious in 99. During four of these years the Western Academic Championship was won as well as the local title.

The football team has won the Inter-Academic title twice during the past six years and has a record of 27 victories against 9 defeats.

For three years the Academy has held the Western one-mile relay Championship and during that time has sent two teams to Philadelphia to compete in the National relay events, in each case making a strong bid for the title. In two successive years, first place in the Northwestern Indoor Interscholastic was taken by the track team. In that time the team won also the Beloit Interscholastic, and the Princeton Meet.

During the 1916 season the track team tied for first place with the all victorious Oregon (Ill.) team in the Northwestern Interscholastic, won the Lake Forest Interscholastic, and the University of Illinois Interscholastic, and took seventh place in the Stagg Meet.

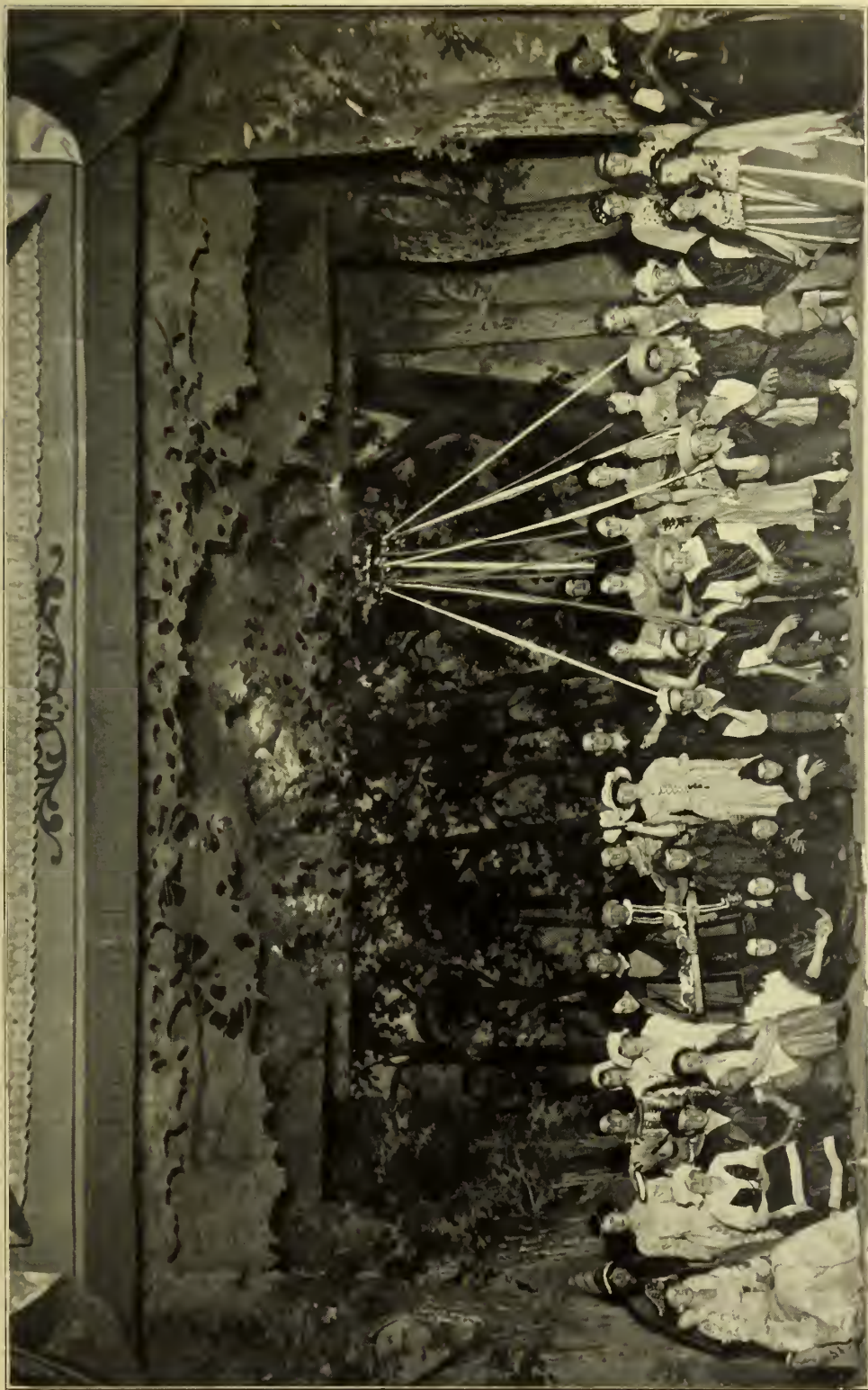
Swimming, tennis, and golf have about the same record. The Swimming Team has taken the Northwestern, I. A. C. and New Trier Interscholastics; the Tennis Team has won the tournament at the University of Chicago; and the Golf Team the Western Preparatory Championship.

*Health* The Academy regards the health of its students as a main consideration. The school is fortunate in its situation in a suburban city with all the advantages, sanitary and otherwise, of a modern city. The water supply is abundant and healthful, due to the model filtration plant recently installed, while a new contagious hospital completes a provision for excellent hospital service not to be found in many communities. The city is almost without manufacturing industries so that the air is free from smoke and other impurities. The City's Board of Health is most efficiently administered.

Recitation rooms for the most part have a southern exposure. The nervous strain of class work is reduced to a minimum by the five minutes intermission for relaxation between recitations, by blackboards of roughened surface, tinted green, on which talc crayon and dustless erasers are used. Unusual precautions have been adopted to secure safety in case of fire, and fire drills are held.

Provision is made for health talks to young men and women assembled separately,





**"MASTER WILL OF STRATFORD"—JUNE 6, 1916**

Evanston Academy's share in the celebration of the Shakespeare Tercentenary was a very successful presentation of "Master Will of Stratford," written by Mrs. Louise Ayres Garnett of Evanston, at the Evanston Strand Theatre, under the auspices of the Evanston Drama Club.



1915 FOOTBALL TEAM

Games won, 8; lost, 1. Scores: Evanston Academy, 403; opponents, 21. Local Champions. Champions of Kentucky.



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discussing especially the hygiene of the life of the student. In the event of serious illness a resident of Evanston has access to the best medical and surgical skill. Northwestern University has arranged with the Evanston Hospital, one of the best in the state, for the care of students who may be seriously ill. The hospital is complete and modern in all its appointments. On advice of the physician, the principal of the Academy arranges for the transfer of the student to the hospital, notifying the parent or guardian of the action taken. It may be of interest to note that the two beds in the hospital subsidized by the University are not occupied one-half of the year, though there are many hundreds of students in the College, Academy, School of Music, and School of Oratory.

**Day Students** Many students in Evanston and vicinity find the arrangement of the hours of Academy classes especially convenient. The recitations are grouped as far as possible in the morning. Chapel begins at nine. This adjustment makes it possible for most students to be at home for the midday meal. The afternoon, if not used for laboratory work at the school, is left free for study and recreation.

**Study Room** When students are not engaged in class work they are required to use their morning time in the study-room of the school, which is under the supervision of one of the members of the faculty. This room is large, well-lighted and tastefully decorated. A good working reference library is at the service of students. Study periods are maintained for *make-up work from 1:30 to 3:30 under like supervision.*

**Cum Laude and Kappa Alpha Delta** In June, 1907, a chapter of Alpha Delta Tau was formed in the Academy. In 1916, by amendment to its constitution, the name of this society was changed to "Cum Laude." This organization corresponds in secondary schools to Phi Beta Kappa in universities. The fraternity is open only to young men who meet the requirements for the diploma, and election to it is determined by excellence in scholarship. It is the highest honor that can be awarded to a young man at graduation, and has proven a potent stimulus to scholarship. The fraternity is not a social organization and is open only to graduates of the school.

Chapters of the fraternity have been organized in the Tome School for Boys, Phillips Exeter Academy, Phillips Andover Academy, Evanston Academy, William Penn Charter School, Polytechnic Preparatory School of Brooklyn, Wayland Academy, Doane Academy, the Howe School, the University School of Cleveland, the Lawrenceville School, Newark Academy, Worcester Academy, and it is to be extended to other leading secondary schools.

In June, 1912, Kappa Alpha Delta, a similar organization for young women, was established in the Academy.

## Expenses

Regular tuition in advance, a half year.....	\$50.00
Registration fee, each half year (all students).....	5.00

Students of proven financial need will be given a rebate of \$10.00 per half year, provided their conduct and scholarship are satisfactory. A rebate of \$12.50 per semester to sons and daughters of ministers in active service is granted upon the same conditions.

In comparison with most secondary schools, the expenses are very low, while the



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standards and facilities here are excellent. An economical student should be able to confine his necessary expenses, including tuition, board and room, to between \$350 and \$450. Extravagance in expenditure is strongly discouraged by the school authorities. Parents are advised to limit the amount of spending money granted their children.

Payment is required at the beginning of the semester. Checks in payment of bills should be drawn to the order of Northwestern University. To avoid the expense of exchange charged by the Chicago Clearing House Association on checks drawn on banks outside of that association, it is suggested that checks in payment of Academy bills be drafts on Chicago banks. *No tuition fee will be refunded except in case of illness.* In this event the student will procure from the principal of the Academy an excuse from attendance, and also, from a physician, a certificate of the inability of the student to remain in school, in which case one-half the tuition fee will be refunded *if the student cancel his registration before the middle of the semester.*

The University is not responsible for the loss of any personal property belonging to any of the students in any building owned by the University, whether the loss occurs by theft, fire, or an unknown cause.

## **Room and Board**

Academy young men are under the supervision of a member of the faculty. No dormitories are provided, but accommodations are permitted in approved homes only.

The young men rooming "in town" are expected to conduct themselves with due regard to their own best interests as well as to those of the School. Reports are made by householders on blanks supplied by the Academy office. Information is required regarding the student's habits of study, his orderliness about the house, frequency of visitors during study hours, absence from town, church attendance, removals, and any other matter requiring the attention of the principal. This system has disclosed a condition of orderliness and industry among the students. The School will be prepared at any time to make report to parents or guardians if students are not making proper use of their time and privileges at the School.

In private residence in Evanston board may be had in clubs for \$4.00 to \$5.00 a week. Room rent costs from \$1.00 to \$2.50 a week for each occupant, usually two in a room. Board with room in families costs \$5.00 to \$7.00 a week.

Young women attending the Academy and not residing in their own homes are under the general supervision of the Dean of Women of the University. Those who are unable to secure accommodations in the women's dormitories are required to ask permission to room elsewhere. The consent of the principal should be obtained before rooms are engaged. Young women and young men are required to room in separate boarding houses.

The Academy faculty makes a careful examination of the homes in Evanston that wish to receive young women students, and consent is given to engage accommodations only in homes whose character is known and approved. The school requires frequent reports from the householders regarding the general life of the students residing with them.

## **Loan Funds**

A few students are aided every year by small loans, not exceeding in any case fifty dollars in one year, from the funds of the Board of Education of the Methodist Episcopal Church. These loans are made to young men or young women who are members of the Methodist Episcopal Church. They are payable within two years after the end of the students' school life.

# EVANSTON ACADEMY

of NORTHWESTERN UNIVERSITY

A fund called the Students' Loan Fund is administered by the faculty of the University through its Committee on Loan Funds. From this fund, loans are made to deserving Academy students (without regard to denominational affiliation) for temporary relief in unexpected emergencies. These loans are always payable not later than the opening of the following school year. Information regarding the place and times at which the Committee will receive applications for loans will be furnished by the principal of the Academy.

## *The Summer School*

In the summer the Academy offers selected courses that give the same credit as courses taken in the regular academic year. Usually there are courses in Mathematics, French, German, Latin, Physics, and History, but no course is given for less than six students. The work is intensive. The course occupies six weeks, five days to the week, for a half unit, and twelve weeks for a full unit. No student registers for more than two half units unless the work is review work, and most students are recommended to take but one-half unit. The attempt is made to complete the work of an ordinary semester in a six weeks' term. It is apparent, therefore, that the class work is full and exacting, and preparation must be correspondingly diligent and extensive.

The summer term begins a few days after Commencement, closing according to the courses carried. The fee for one half unit is \$17.50.

These summer courses are provided for those who wish to complete their preparation for college in less than four calendar years, for those who may desire reviews for college entrance examinations, or for those who have conditions to be removed. Students of immature years may be refused admission to summer work, and high standards of classroom work during the regular school year are essential to admission.

## *Mid-Year Entrance*

A special effort is made to provide courses suited to the needs of those who graduate from grammar school in February. The same work is taken up in the February classes as in September. As the classes are usually somewhat smaller than those organized at the first of the year, opportunities for individual instruction are of the very best.

More advanced students entering at the beginning of the second semester, almost without exception, are able to select a program of studies suited to their needs from the courses open to them at that time. (See page 9, "Courses Offered.")

## Miscellaneous Information

### *Calendar*

The school year is divided into four quarters. The dates of opening, and closing, and of vacations, are stated in the calendar, page 2. Recitation hours are forty minutes in length. Five minutes' intermission is given between classes. Prompt and constant attendance is required at all class exercises and all absences are carefully investigated. The first and last days of the term are of such special importance that only the most imperative reasons should require the absence of students at those times,

### *Patronage of the School*

The patrons of the school come from many states and foreign countries, yet it is a fact of interest that the Academy has an increasing number of students from its own county, where it comes into intelligent comparison with free public schools that are among the best. More than one-half the total enrollment are students from Evanston and Chicago.

# EVANSTON ACADEMY

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## *Social Events*

Social gatherings of Academy students are under the supervision of the faculty of the Academy. It is required that request for such gatherings be made to the chairman of the faculty Committee on Student Affairs at least one week before the date appointed for the event. The request must give details as to time, place, chaperonage, character of the party, etc., all of which are subject to the approval of the Committee.

## *Fraternities Not Allowed*

*No Academy student is permitted to establish or retain membership in any high school or academy fraternity, or to have social or other affiliations with any college fraternity.* Students are required on registering in the Academy to subscribe to the following pledge:

"I promise, without mental reservation, that I will have no connection whatsoever with any secret student society, and will not be present at the meetings of any secret student society so long as I am a member of Evanston Academy. In giving this pledge I understand that I hereby agree to hold myself aloof from the acceptance of social favors proceeding from any secret student societies or provided in the interest of such societies, and to refrain from intimacies that would tend to develop my interest more with one fraternity than with another, or would give my acquaintances the impression that I am peculiarly intimate with the members of any fraternity."

Acceptance of favors by men from women's societies, and by women from men's societies is a violation of this pledge.

## *Absences*

No student is permitted to absent himself from any required exercise, recitation, or chapel, without accounting for such absences to the principal. *Students living at home are required to bring from home written requests for excuse for absences.* Excuses should always, when practicable, be presented in person and before the absence occurs. When this is impossible, the student should present his written explanation on the first day he resumes his school work. Should illness or other cause necessitate an absence of several days, explanation should be sent to the office promptly by a friend, by mail or by telephone. The school regards its class hours and chapel in the light of business engagements which the student must keep regularly and promptly.

## *The Office*

It is the intention of the Principal that the office shall not be solely a necessary piece of machinery. It is hoped that the students may resort to it for any service that it may render—for advice concerning studies or concerning other personal affairs, for miscellaneous information—in short, that it may serve as a clearing-house for all that concerns the student. The office invites correspondence concerning any matters not made clear herein, and all such letters should be addressed to "The Principal, Fisk Hall, Evanston, Illinois," who will give them his personal attention.

*The Principal and Faculty welcome at any time from the parents of students suggestions that may assist in making the school of greater service to them, and are especially pleased to have them call and see the school at work.*



# EVANSTON ACADEMY

of NORTHWESTERN UNIVERSITY

## Summaries, June, 1916

Total Registration .....	345
Men .....	250
Women .....	95

### Students in Academy from

College of Liberal Arts.....	7
School of Music.....	13
Law School .....	5
Garrett Biblical Institute.....	2
Swedish Theological Seminary.....	1
School of Oratory.....	8

### By States and Countries

Evanston .....	72
Cook County, outside of Evanston.....	150
Illinois, outside of Cook County.....	42
Other States .....	63
Foreign Countries .....	18

STATES	STATES	STATES	COUNTRIES	COUNTRIES
Alabama .....1	Michigan .....5	Ohio .....1	Canada .....1	India .....1
Arizona .....1	Minnesota .....4	Pennsylvania .....1	Cuba .....1	Korea .....1
Colorado .....1	Montana .....1	South Dakota .....3	Ecuador .....1	Mexico .....1
Iowa .....6	Mississippi .....1	Texas .....3	England .....7	Roumania .....1
Indiana .....13	New York .....3	Vermont .....1	Greece .....1	San Domingo ....1
Illinois .....264	Nebraska .....1	Washington .....1	Hungary .....1	Turkey .....1
Kentucky .....2	North Dakota .....1	Wisconsin .....6		
Missouri .....4	New Mexico .....2	Wyoming .....1		

## Students, 1915-16

Adams, Jonathon	Burnham, W. W.	Farson, Duke	Henning, J. W.	Lakeburg, A. P.
Altenburg, Lillian	Burroughs, P. W.	Favinger, C. W.	Henry, M. A.	La Londe, Clarabelle
Anderson, A. M.	Burt, R. B.	Ferguson, A.	Henslee, R. L.	La Londe, W. S.
Anderson, Ethel A.	Butler, W. L.	Fidlar, Helen T.	Herron, L. C.	Lamont, M. W.
Anderson, Gustav E.	Caldwell, W.	Finch, A. L.	Hertwig, F. A.	Lehrkind, Helen
Anderson, Helen R.	Calkins, Helen D.	Fitch, Gerald	Hohl, A. L.	Lizenby, C. R.
Anderson, L. M.	Campbell, N. W.	Fountain, G. E.	Holmes, C. S.	Lo Monaco, S. D.
Anderson, Ruth	Chamberlin, Helen A.	Francis, A. G.	Hooton, G. K.	Loney, Jennie M.
Andrews, Anna E.	Carling, J. A.	Franzen, W. S.	Hopson, H. H.	Lord, J. H., Jr.
Andrews, John H.	Carlson, Ethel M.	Fredericks, Jennette S.	Householder, G. S.	Lucas, H. L.
Anklam, E. H.	Carter, Louise	Froehlich, C. W.	Howell, W. R.	Luckow, R. Q.
Armstrong, H. W.	Cieslak, J. S.	Funkhouser, P.	Hughson, C. E.	Luglan, E. C.
Arnold, Margaret L.	Cigrand, E. F.	Furrey, Margaret L.	Huszagh, Ralph	Mac Leod, Florence
Ashbaucher, H. G.	Cole, Helen J.	Furter, Helen H.	Hutchinson, J. H.	A.
Bales, H. M.	Cole, L. R.	Fuqua, P. H.	Hutchinson, W. S.	McCabe, F. P.
Banbury, H. W.	Corlett, W. K.	Gabosch, A. J.	Irwin, Marion A.	McCall, Marion E.
Basquin, H. G.	Cram, K. B.	Gemmill, E. H.	Iturralde, Joseph	McCandless, A. S.
Barsamian, Edw.	Crawford, Ruth G.	Gillespie, O. L.	Jackson, C. C.	McKenzie, J. D.
Beattie, Merle B.	Crown, P. C.	Glaze, H. S.	Jackson, R. L.	McMeal, G. M.
Beebe, D. J.	Curry, R. H.	Glidden, M. E.	Johnson, C. W.	McNeil, J. K.
Behnke, W. B.	Curtis, Barney	Goehring, J. W.	Johnson, H. E.	Maack, M. L.
Bender, W. V.	Dahle, Upton	Grier, J. P.	Johnson, Winnette M.	Malmstrom, B. F.
Bennett, S. C.	Daley, J. F.	Griffin, P. A.	Johnston, C. H.	Manley, Daisy A.
Berg, Albert	Danielson, E.	Hahn, Elizabeth C.	Jones, Helen A.	Manning, Lura
Betts, E. E.	Davidson, R.	Hallam, W. R.	Kehoe, R. J.	Manzer, Alberto
Bielfeldt, E. H.	Davidson, R. R.	Halverson, Georgia A.	Kelly, Josephine L.	Marsh, Herbert
Bjorklund, Margaret	Davis, Martha L.	Hamm, F. B.	Kemp, R. G.	Marston, Frank
Blair, F. K.	Dawe, G. D.	Hanft, T. M.	Kenning, W. C.	Martin, Edna M.
Borcoman, P. J.	Defty, D. S.	Harris, Florence E.	Kent, H. W.	Mason, Delvene K.
Bowman, Janet H.	Diamantes, A.	Hartman, H. A.	Kerr, H. H.	Mathison, Maryland
Bowman, M. B.	Drexmit, Lillie	Hartray, E. A.	Ketcham, F. O.	Matson, Nettie
Bradley, H. B.	Drury, Mary H.	Hartray, J. F.	Kirkbride, M. W.	Mercer, D.
Briggs, H. R.	Dugan, L. M.	Hatfield, T. M.	Kirkbride, R. B.	Meyer, Evelyn A.
Broad, R. W.	Ehrat, W. C.	Hays, Winifred T.	Kirkpatrick, J. V.	Midkiff, H. F.
Broekema, M. M.	Elsena, Myrtle N.	Hayford, J. B.	Kittredge, F. C.	Moore, E. J.
Brown, Paul F.	Engwall, S. A.	Hayford, M. E.	Knapstein, Beatrice E.	Moore, Madeline E.
Brown, Priscilla A.	Eriksen, E. W.	Haynie, H. E.	Knowles, Dorothea	Moore, Mildred M.
Brownlee, E. C.	Erwine, W. H.	Healy, K. T.	Pope, G. J.	Moreno, Ysabel
Brownlee, G. L.	Eubank, Martha S.	Hebel, Mildred A.	Kochler, Ruth B.	Meredith, G. M.
Burgess, E. C.	Evers, L. F.	Hedenberg, J. W.	Krumm, J. F.	Meyers, Gertrude L.

# EVANSTON ACADEMY

of NORTH WESTERN UNIVERSITY

Morgan, R. C.	Peterson, Ruth M.	Russo, J. J.	Spindler, C. J.	Viets, Marian E.
Mueller, Phyllis W.	Peterson, W. J.	Sanderson, W. G.	Splinter, Albert	von Huben, Charles
Mueller, R. H.	Pfeiffer, Y. J.	Sanford, Helen E.	Spoehr, V. A.	Wahl, G. L.
Mullinix, A.	Piper, C. E.	Saunders, G. M.	Squire, S.	Ward, A. L.
Munroe, B.	Pollard, Joseph	Saunders, Helen C.	Stanbery, F. D.	Wardner, G. L.
Murphy, W. H.	Pollitz, Fay	Saylor, G. P.	Steinkart, G. T.	Warmington, W. H.
Murray, J. H.	Porter, H. H.	Saylor, H. G.	Stiller, J. J.	Watt, Dorothy T.
Newton, H. L.	Prater, J. D.	Schmeisser, Esther C.	Stolle, E. F.	Weeks, Ruth B.
Newton, Julia R.	Pratt, Frances R.	Schneider, R. P.	Stolle, Lucy	Weil, A. M.
Noelle, J. B.	Purcell, R. G.	Scoggin, Flavia E.	Strong, Margaret	Weinmann, H. F.
Norman, A. E.	Putnam, Grace	Schultz, E.	Stuppe, O. A.	Welch, Hazel C.
North, W. M.	Putnam, S. R.	Scoles, Gertrude E.	Summers, Don	Weyl, P. N.
Norton, H. B.	Quackenbush, C. V.	Scott, F. S.	Sur, T. W.	Wheeler, G. C.
Oates, J. F.	Ramsay, S. W.	Seaman, Vivian L.	Swift, Alyce M.	White, H. G.
Old, Thomas	Rapp, Pearl L.	Sexton, Jean M.	Taber, C. W.	Whitsett, R. C.
Olech, Marian	Richards, Anna M.	Seymour, Ruth W.	Talbot, F. J.	Wightman, Margaret
Oleen, C. N.	Reni, Joe	Shaw, Adele F.	Tangreen, A. P.	M.
Olive, S. E.	Richmond, J. H.	Shaw, C. E.	Tarlton, Duke	Williams Ethel A.
Olson, C. O.	Ries, F. E.	Shingler, J.	Terry, W. E.	Williams, F.
Olson, H. W.	Rigby, Evelyn P.	Shipman, Ida E.	Thomas, R. K.	Wilson, Maud
Olson, Sanford	Ritter, F. H.	Shire, Sidney	Tilden, F. L.	Winslow, Grace J.
Orrell, L. H.	Robertson, Dorothy	Shirk, Ellen	Tjomsland, A. L.	Wirtz, A.
Orth, L. J.	Robertson, Gladys C.	Silverstein, H. J.	Tjomsland, E. H.	Witte, O. C.
Palmer, Paula A.	Robinson, Miriam	Smart, F. G.	Towle, Margaret	Wood, A.
Palmer, Rufus	Rosenfield, J. M.	Smith, Harvey	Towles, Beatrice D.	Wright, J. H.
Passow, Dorothy F.	Rosenfield, W. M.	Smith, H. S.	Trutter, Anna G.	Wyeth, H. B.
Passow, W. F.	Rosenow, L. M.	Smith, Marcella M.	Utley, Marion E.	Zulfer, A. G.
Pearson, J. E.	Rowen, Edna F.	Soukup, R. J.	Vernay, Cynthia W.	
Pearley, G. K.	Rudolph, I. W.	Spence, A. R.	Vernon, Ralph	
Pellerano, C. M.	Rudolph, Ruth M.	Spielmann, W. A.	Verrall, H. W.	

## Graduating Class, 1915-16

### DIPLOMA STUDENTS 1915-1916—(16 Units)

Lillian Antoinette Altenburg	Margaret Lucile Furrey	John F. Krumm
LeRoy M. Anderson	Arthur John Gabosch	Alberto Manzor-Elias
Francis King Blair	Theodor M. Hanft	Mildred Madeline Moore
Janet H. Bowman	Maxwell F. Hayford	Phyllis Wilhelmine Mueller
Hiram Loux Bradley	John Wesley Hedenberg	Sanford Olson
Louise Carter	Fred A. Hertwig	Joseph P. Pollard
Helen Janet Cole	William Ross-Lewin Howell	Miriam Robinson
Mary Henderson Drury	Ralph Huszagh	Vivian Lucille Seaman
Swan A. Engwall	Marion Agnes Irwin	Edwin F. Stolle
Charles Lemuel French	Henry Hampton Kerr, Jr.	Dorothy Thompson Watt
Charles W. Froehlich	Myron Winn Kirkbride	A. G. Zulfer, Jr.

### COLLEGE ADMISSION COURSE 1915-1916—(14 to 15½ Units)

Ethel Anita Anderson	Frank C. Kittredge	Flavia Elizabeth Scoggin.
John Holdridge Andrews	Guy J. Koch	Clarence Edward Shaw
Wallace Blanchard Behnke	J. Kenerson McNeil	Mildred Augustus Spoehr
Nelson Wellesley Campbell	Henry Franklin Midkiff	George Thomson Steinhart
Paul T. Funkhouser	William Henry Murphy	Alyce Marie Swift
E. Hughes Gemmill	Charles E. Piper, II.	Robert Kevil Thomas
James Parkes Grier	Samuel Watson Ramsay	Alonzo La Rue Ward, II.
Winston Sheffield Hutchinson	Pearl Louise Rapp	
Colville C. Jackson	Fred Edward Ries	

The following young men of the class have been elected to

#### CUM LAUDE FRATERNITY

(Formerly Alpha Delta Tau Fraternity)

for excellence in scholarship:

Francis King Blair	Swan A. Engwall
Fred A. Hertwig	Joseph P. Pollard
A. G. Zulfer, Jr.	

The following young women of the class have been elected to

#### KAPPA ALPHA DELTA FRATERNITY

for excellence in scholarship:

Helen Janet Cole	Margaret Lucille Furrey
Miriam Robinson	Dorothy Thompson Watt

Election to Kappa Alpha Delta and Cum Laude is limited to one-fifth of the young women and young men of the class who meet the diploma requirements. The fraternities are purely honorary, not social.



# Northwestern University

¶ THE COLLEGE OF LIBERAL ARTS, located at Evanston, is an ideal college community, offers special preparation for the professions and for pursuits requiring broad training.

¶ THE MEDICAL SCHOOL is one of the oldest, largest, and best equipped. Seven hospitals are open to students. Clinic material is abundant.

¶ THE LAW SCHOOL, the oldest law school in Chicago, offers unexcelled library facilities and courses that prepare for practice in any state.

¶ THE COLLEGE OF ENGINEERING has its own building just completed, beautifully situated, a model of efficiency. Technical studies in a University environment.

¶ THE SCHOOL OF PHARMACY offers a scientific training in Pharmacy, Chemistry and Drug and Food Analysis. Special courses for Drug Clerks.

¶ THE DENTAL SCHOOL offers expert training in theory and practice. Facilities are unsurpassed. Its clinic is the largest in the world.

¶ THE SCHOOL OF MUSIC affords a scientific preparation for music as an accomplishment and a profession. It is located at Evanston.

¶ THE SCHOOL OF COMMERCE offers professional and scientific education for business with emphasis on the training of business executives. Day and evening work, laboratory courses and business research.

¶ THE SCHOOL OF ORATORY has its own building and a faculty with long and successful experience.

¶ EVANSTON ACADEMY prepares for college, for engineering, for professional schools and for business.

For information regarding any school of the University address President A. W. Harris, Northwestern University Building, Chicago.

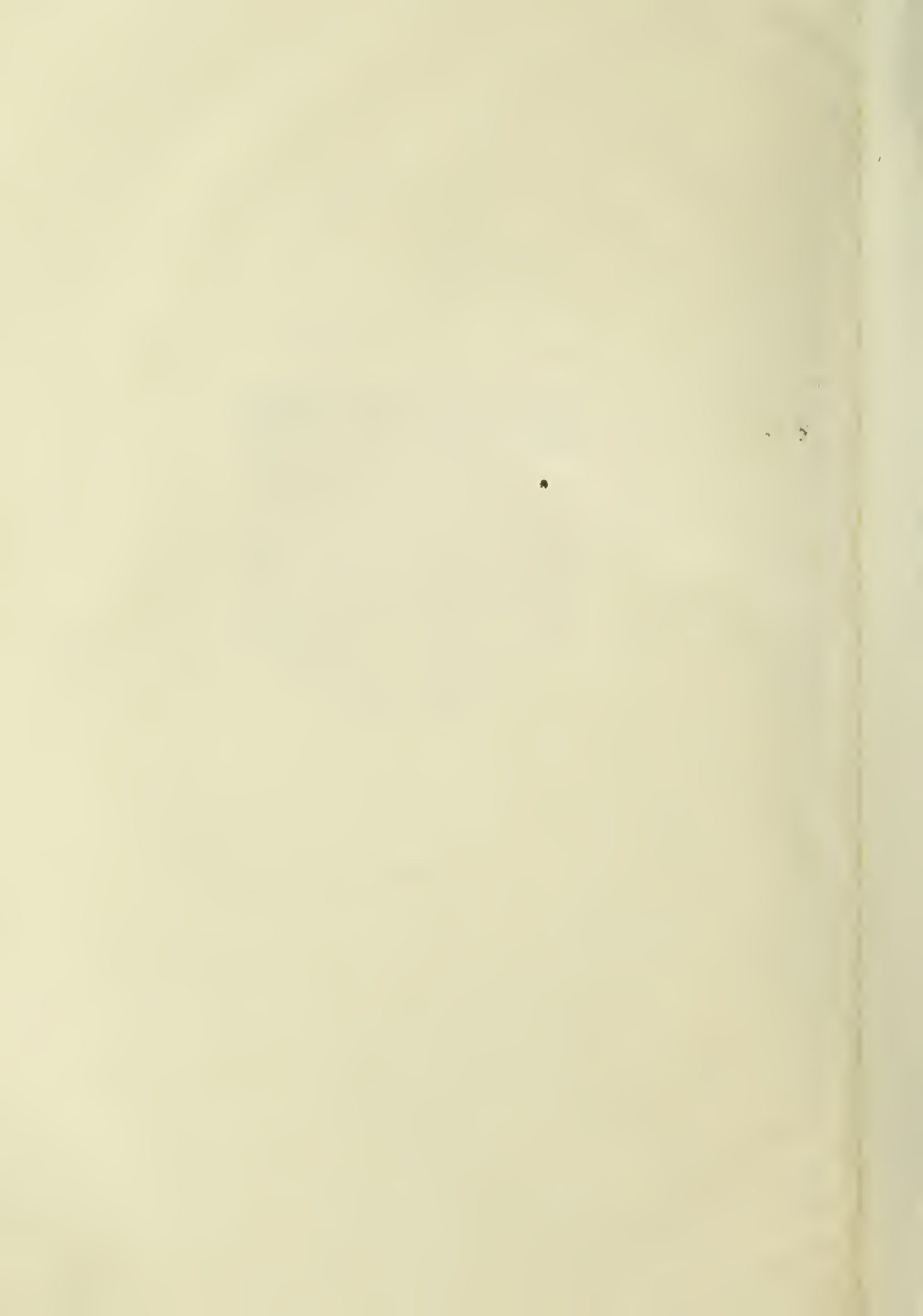


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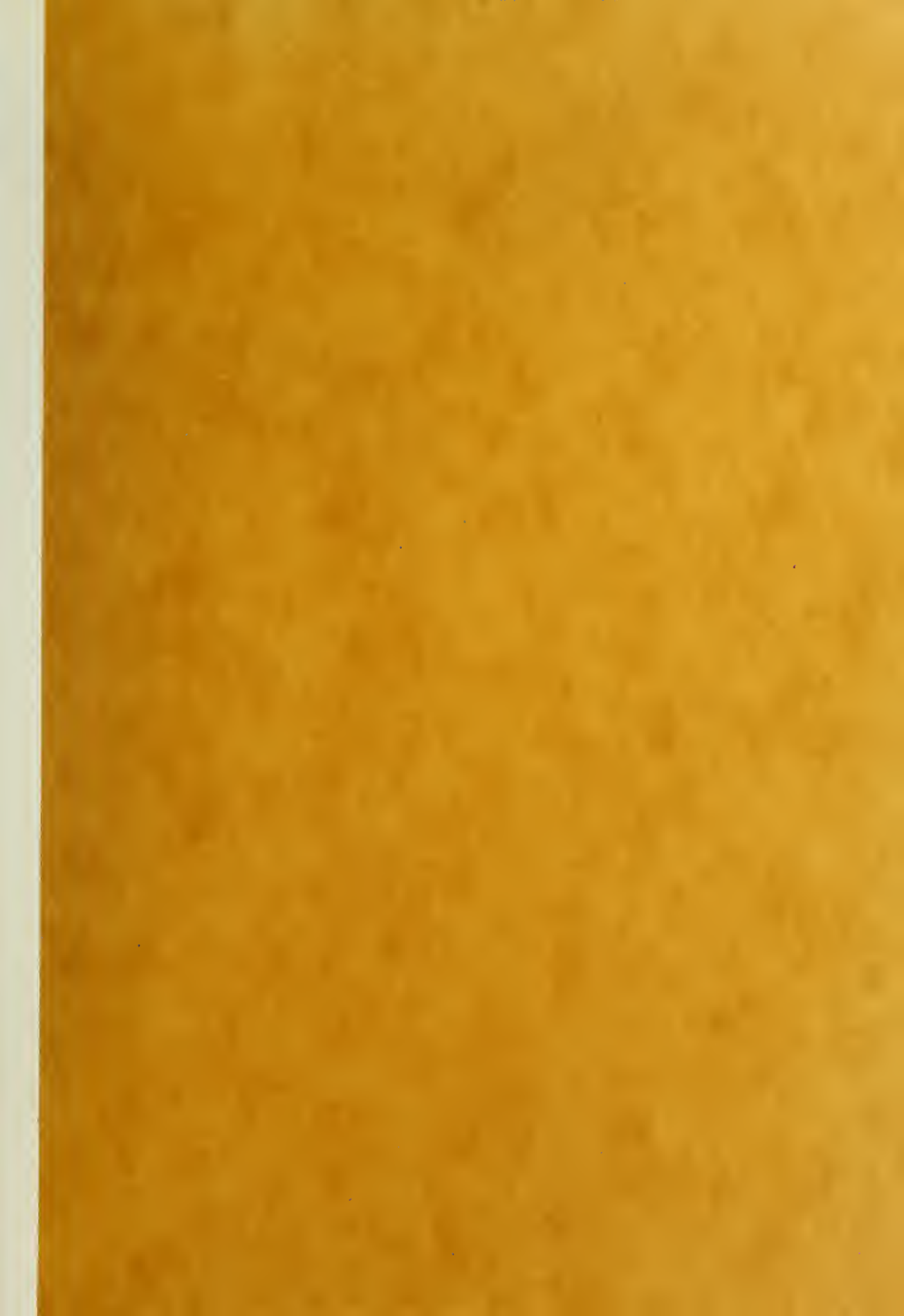
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